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ABSTRACT

An interdisciplinary career education program called Career Education Activity Kits (CEAK) for K-2 students is presented in the document. The materials in the teacher's handbook may be used as an aid to achieve pre-established instructional outcomes. Fourteen career generalizations were utilized to develop the CEAK materials. Each generalization has four career education outcome statements for developing the student's thought processes: (1) identify--activities requiring recognition from the students, (2) compare/contrast--activities providing students with different materials which require comparison, (3) analyze--activities requiring students to identify parts or concepts and the relationship between them, and (4) evaluate--activities requiring students to make judgments about the concepts in the career generalization. The CEAK information sheets are presented for four subject areas: language arts (24 activities), art (two activities), mathematics (four activities), and social studies (11 activities). Each activity guideline includes a career generalization, career objective, performance objective, materials needed, preparation, procedure, and evaluation. Worksheets, transparency masters, evaluation instruments, and other instructional materials are included. Appended materials include the 14 career generalizations and objectives, a list of Career Education Consortium participants, an explanation of the feedback system for assessing the kit's value, and a teacher checklist for the feedback system. (Author/EC)

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K-2

CAREER EDUCATION ACTIVITY KIT

An interdisciplinary curriculum that reinforces learned capabilities through Career Education.

ED118961

CE006534

Developed by the
Wichita Career Education Consortium
Curriculum Services Division
Wichita Public School System
July, [illegible]

U.S. DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION

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PREFACE

The implementation of this Career Education Activity Kits (CEAK) curriculum project was made possible through funds authorized under Part C of the Vocational Education Amendments of 1968. This project was administered through the Division of Vocational Education, State Department of Education, pursuant to Grant No. OEG-0-73-2975 from the U. S. Office of Education, Department of H. E. W.

The opinions expressed do not necessarily reflect the position or policy of the U. S. Office of Education, or the State Department of Education, and no official endorsement by the U. S. Office of Education should be inferred.

The Career Education Activity Kits were developed by curriculum, guidance and teaching personnel of the Wichita Public School system during the summer of 1974. The activities and supportive materials are field test copies only and will be revised according to teacher recommendation. In addition to teacher evaluation, students will be pre and post tested to measure advancement in career concepts.

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WE'D LIKE TO
LIGHT YOUR
FIRE!

ORIENTATION

Career Education Activity Kits (CEAK, pronounced seek) incorporate the developmental approach to career education into learning center activities for elementary students. The CEAK activities are interdisciplinary and should enhance current instructional goals by reinforcing learned capabilities. The intent is that materials be used as an aid to achieve pre-established instructional outcomes.

The CEAK Program distinguishes activities for all elementary children through three grade level groupings---K-2; 3-4; 5-6. In addition, some activities are appropriate for students with special needs. The material is not sequential, giving students and teachers freedom to enter most activities at any time.

The Wichita Career Education Curriculum Consortium utilized fourteen career generalizations to develop the materials in CEAK. Each generalization has four career education outcome statements that progress the student through an intellectual design that develops the student's thought processes. The intellectual design provides students with identity activities that simply require recognition from the students. Compare and contrast activities provide the student with differing materials that require comparison. The more complicated thought process of analysis is approached through activities that require students to identify parts or concepts and the relationship between them. Finally, evaluative activities ask the students to make judgments that value the concepts inherent in the career generalization.

In addition to the career generalization and career objective statements, each CEAK activity has a performance objective that is written in behavioral terms. The performance objective enables the teacher to easily evaluate student participation.

The philosophy guiding CEAK development was based on the premise that teachers generally do not have time to make hands-on activities that are suggested in standard curriculum guides. Therefore, the materials required in each CEAK activity are provided in the kit. If the activity is a game, then the game is provided in the kit. When spirit masters are needed then thermofax masters can be found in the teachers handbook. Any materials not provided in CEAK are standard classroom supplies that are normally on hand in the classroom.

Teachers are also provided with preparation instructions informing them when an activity requires preparations in advance of the activity. Similarly, procedure instructions are provided to aid the teacher in getting the activity underway.

Finally, each CEAK activity has an evaluative tool included. The evaluation is not required but does provide the teacher with a measurable means of evaluating student performance. Suggested levels of acceptable performance are provided. However, no problem is incurred if the instructors wish to adjust these levels to their situations.

In summary, CEAK is a career education curriculum that actively involves students in learning. The activities are interdisciplinary and are designed to supplement current instructional goals. CEAK should be used as a means of achieving pre-established outcomes and not as an addition to the school day.

itching
to start

HOW TO USE CEAK MATERIALS

For the instructor to effectively utilize the CEAK materials it is important that the curriculum model and packaging be understood.

The CEAK materials for each grade level are packaged in the teachers handbook and an activity box.

The teachers handbook has twenty (20) sections. Section One provides orientation information to the CEAK model. Section Two includes the instructions for using the CEAK kits. Sections 3-16 contain the activity information sheets. These sheets are divided according to the career generalization numbers. Section 17 is an appendix that includes a listing of all the career generalizations and their career objectives. Section 18 explains the feedback system. Section 19 is a special thanks to the Career Education Consortium participants. Finally, Section 20 is a miscellaneous section for teacher records.

Contained in the CEAK box are all the materials that are not provided in this notebook. These materials include game boards and pieces ranging in size from 8½" x 11" to 22" x 25".

The remainder of this section concerns the use of the activity information sheets provided in Sections 3-16.

Code Numbers

Each activity has a code number that helps the teacher identify the grade level grouping, career generalization and career objective of the activity. The code is divided into three components. The first two digits indicate the grade level grouping. The third and fourth digits refer to the career generalization. The letter signifies the process involved in the intellectual design and the career objective related to the generalization. Activity coding may progress as shown in the table below.

Table of Coding Progression

Grade Level	Career Generalization		Career Objective
K-2	01	08	A - identify
3-4	02	09	B - compare/contrast
5-6	03	10	C - analyze
	04	11	D - evaluate
	05	12	
	06	13	
	07	14	

For example a code number K202A refers to an activity for Kindergarten through second grade. The career generalization is the number two which states that "education and training are required for most work". The letter "A" signifies that the intellectual process utilized in the activity is identity and meets career objective A for generalization number two. The coding 3410C belongs to a third and fourth grade activity for generalization 10 using career objective C. Similarly the coding 5614D signifies a fifth and sixth grade activity for generalization fourteen involving the evaluative career objective. Every piece of material provided in CEAK has a code number printed on it. If a piece is misplaced it may be refiled with proper kit by reading the code number.

Discipline Identification

The subject area identification appears at the top of the activity information sheet. Included with the subject area identification are concepts or skills within that subject addressed by the activity. For example:

> Language Arts: Listening, word recognition. The preceding identifies this activity as a Language Arts activity that involves the children in listening and word recognition.
>
> In order to select a CEAK activity for your class, simply scan the activity information sheets' subject area identifications until you find one that is appropriate to the needs of your class at the present time.

Materials

The materials statement on the activity information sheet identifies the materials needed for the activity. Those materials with an asterisk (*) appearing before them are already provided for you in the CEAK package. Those materials without the asterisk are generally in supply for any classroom and must be provided by the school.

When the activity requires consumable items, one master copy is provided for the teacher. Student copies can be duplicated through the use of a thermofax spirit master and a spirit duplicater.

Preparation

It is important that the teacher read the preparation statement at least one day in advance of the activity implementation. The preparation statement alerts the instructor to reproduce or gather materials when necessary. Anything that needs to be done in advance of the activity is identified in this section of the activity information sheet.

Procedures

The procedure statement provides information for the instructor that will aid in implementing and operating the activity as efficiently as possible. The activities were originally created for learning centers, but many of the activities could be used with other management styles.

Evaluation

Provided with each activity is an evaluation activity. Each evaluation activity has an answer key. Simply follow the instructions for using the evaluation. Some have suggested levels of performance. Converting the evaluation to a grade is left to the teacher.

CAREER GENERALIZATION:

People work for various rewards and satisfactions.

CAREER OBJECTIVE:

The student will identify a variety of reasons why people work.

PERFORMANCE OBJECTIVE:

Given various pictures, the children will classify the pictures into the categories of food, shelter, clothing, and recreation and with 80 per cent accuracy.

MATERIALS:

*Six sets or sixteen pictures of food, clothing, shelter, and recreation
*Tape script "Why Families Work"
Six manila folders
Tagboard or envelopes to make four pockets on each folder
Cassette tape recorder
Cassette tape
Scott Foresman family concept card or other pictures of different family structures

PREPARATION:

Using the tape script provided, make a tape recording discussing how families spend money. The tape will also give directions for working with the pictures and the folders.

To make the six folders, label the cover "Why Families Work." On the inside, make four pockets with envelopes of tagboard. Staple or tape them to the folder, two on each side. Label one pocket "food", another "clothing", another "shelter", and another "reaction." If possible, draw or paste a picture symbolizing each category on the pocket so children who can't read can use the materials.

Place inside each folder a set of sixteen pictures. Place the six completed folders and the tape in an interest center. The children are to work independently.

PROCEDURE:

The children are to listen to the tape. Then each child is to pick up a folder, and place the pictures provided in the correct pockets.

EVALUATION:

The children are to compare their completed folders for self-evaluation, or you may check the accuracy of their work.

Tape Script: "Why Families Work"

This suggested script is to be read into a tape. Use with it the family concept card from Scotts Foresman concept card set, or other pictures of different family structures.

TAPESCRIPT:

"Hello, boys and girls. Today we are going to talk about families. Our pictures show several kinds of families. Some of the children in the picture live with their mother and daddy. Can you find that picture?

"One child lives with his grandma. Can you find that picture?

"There is one boy who lives with his aunt and uncle and cousins. Do you see him?

"All families live each other.

"Families are alike in another way, too. All families have an income. Isn't that a big word? It means that all families have money to spend. How does your family spend money? Does your mother go to the grocery store every week? That's right. Just think how much food we need each day. We need to drink four glasses of milk. We eat cereal or bread. We eat meat every day. What is your favorite fruit? Do you like bananas or peaches?

"You girls like to get new clothes for school and I am sure you boys like it when you get new jeans or shoes.

"Families spend money on a place to live, too. Some families live in apartments, some in mobile homes, and some in houses. What kind of a home do you live in?

"All families spend some money on recreation or fun times. Some families like picnics. Many families take trips together. Does your family enjoy sports?

"So, people in families work so they can make money to buy the things they need and want. They spend their money on food, clothing, a place to live, and recreation.

"Now, I would like for you to do an exercise. There are some folders at the center labeled "Why Families Work." Each of you take one of the folders. When you open it up, you will find some pockets in the folder. One pocket is labeled "Food", one is labeled "Clothing", one is labeled "Shelter" (which means a place to live), and one is labeled "Reacreation." Inside the folder you will also find a lot of pictures. They are pictures of things families spend money on. Take the pictures and put them in the pockets that describe what they are. For example, if there is a picture of some food, like an apple, put it in the food pocket. Do the exercise until you have put all of the pictures in a pocket. Then check your work with a friend.

"Now, at the sound of the bell, you may turn off the recorder and begin your work."

CAREER GENERALIZATION:

People work for various rewards and satsifactions.

CAREER OBJECTIVE:

The student will compare reasons why people work in different situations.

PERFORMANCE OBJECTIVE:

After listening to a description of what a particular worker likes to do, the student will match that information with the appropriate worker with 100 percent accuracy.

MATERIALS:

Arm Bands - with worker picture and title - laminated. -6
*Sentence Cards - stating things workers like to do. -17

PREPARATION:

Laminate the arm bands and the sentence cards. Place them in a learning center.
The "Who Am I" game is designed for a learning center made up of six students and one teacher.

PROCEDURE:

Help each student adjust arm bands. Students will listen as teacher reads sentence cards describing what the workers like to do. As they listen, they are to decide if the card is telling about the worker pictured and titled on their arm bands. If a student decides yes and other students agree, the teacher will give that student the sentence card to hold. If other students do not agree and are correct in their disagreement, the teacher puts the card at bottom of stack and teacher and students will then continue with the next card.

EVALUATION:

Observe during the game to see if students accurately match descriptions with worker's. Play until they achieve 100 percent accuracy.

K201B

Firefighter

I like to slide down a pole and hurry to help people.

K201B

Firefighter

I like to ride fast on a fire truck.

K201B

Firefighter

I like handling a big water hose and putting out fires.

K201B

Flight Attendant

I like to fly in a plane.

K201B

Flight Attendant

I like welcoming and being friendly to people who travel with me.

K201B

Flight Attendant

I like to help to make my plane passengers comfortable.

K201B

Plumber

I like to fix broken faucets.

K201B

Plumber

I like to fix leaks and make things work.

K201B

Plumber

I like to work with wrenches and other tools.

K201B

Teacher

I like to work at school and help children learn.

K201B

Teacher

I like working with girls and boys.

K201B

Teacher

I like working with my students' parents.

K201B

Telephone Lineperson

I like climbing big tall poles to fix telephone line trouble there.

K201B

Telephone Lineperson

I like hooking up your phone and getting a chance to meet new people while I am working.

K201B

Telephone Lineperson

I like working outside in all kinds of weather.

K201B

Nurse

I like to give you shots to help make you well.

K201B

Nurse

I like learning about ways to help people feel better.

CAREER GENERALIZATION:

People work for various rewards and satisfactions.

CAREER OBJECTIVE:

The student will analyze the behaviors of workers and infer why they are working.

PERFORMANCE OBJECTIVE:

Given a large Career Cover Card and twelve small pictures cards of attributes and rewards, each child can group behavior patterns and motivating factors under the proper worker with 80 percent accuracy.

MATERIALS:

* Career Cover Cards. - 3 (to be cut into)
* Worker Talk Cards. -48
"I Want To Be" books by Carla Green.
*Answer Key
*12 armbands

PREPARATION:

Before learning to play this game, find and introduce the students to the appropriate books.
Laminate the playing cards for the game.
Place all of the materials in a learning center.

PROCEDURE:

Career Cover is to be played by six students. Each student has a large Cover Card with two columns. In each column there is a picture of a worker at the top and four empty squares under the worker.

There is a pile of 48 small worker task cards. Each card pictures a work role of a particular worker or a reward for a particular occupation. A descriptive word or words are printed on the back of each card.

Each player takes one large card and draws seven small cards from the stack of small cards. One student is assigned to start the game. He looks at the cards he has drawn. If the small cards he has drawn apply to the workers on his big card, he places as many cards as apply in the squares under the workers. When he can no longer play he draws a card from the center until he draws a card that cannot be played.

The next player then draws one small card from the student who finished playing. He places his small cards on his big card until he can no longer play. Then draws from the center, etc.

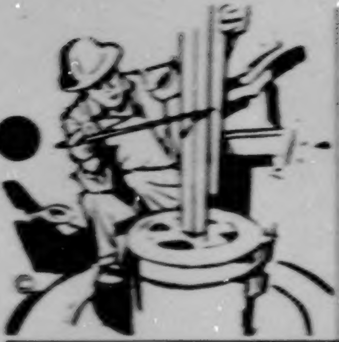
Then to the next player, and on around until one player has covered each square on his big card with a small card. The player who first

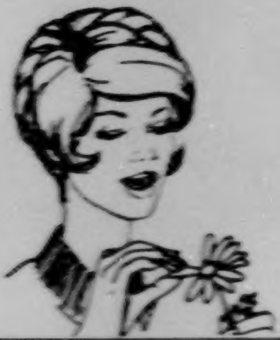
PROCEDURE: (cont.)

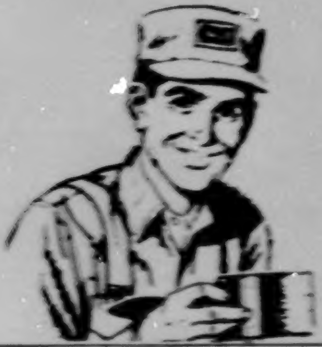
fills in the large card is the winner.

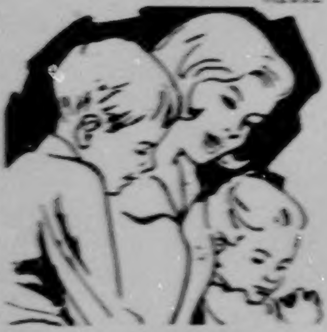
EVALUATION:

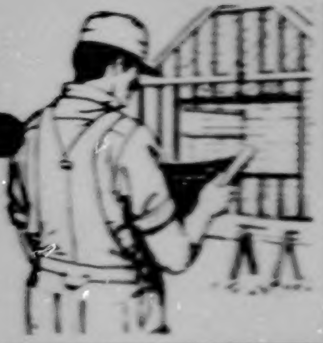
As an evaluating follow-up procedure, have the children exchange cards and check each other's placement of the cards.

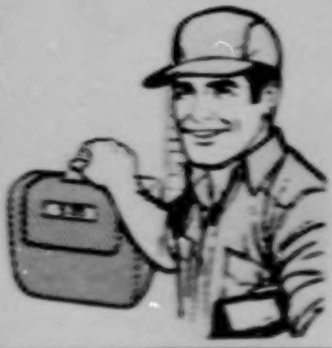


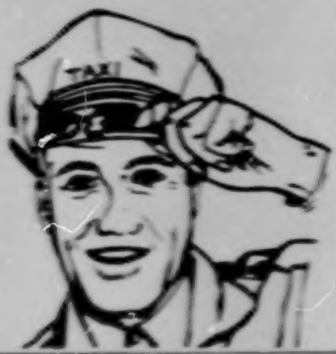


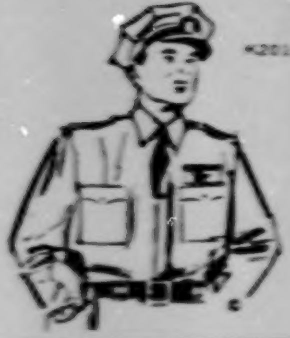




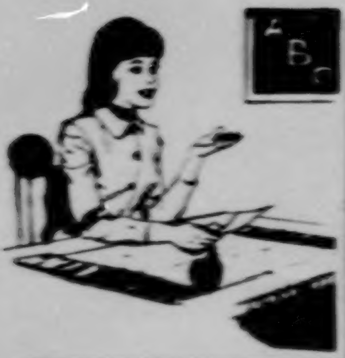


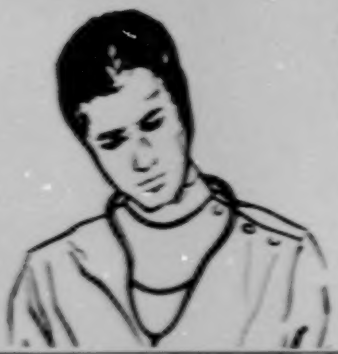


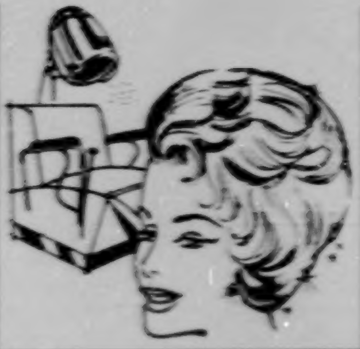


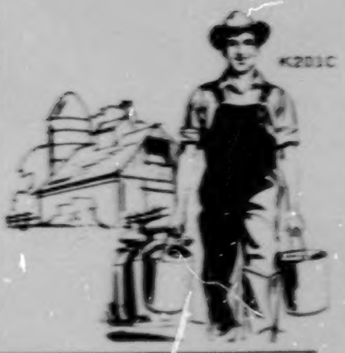


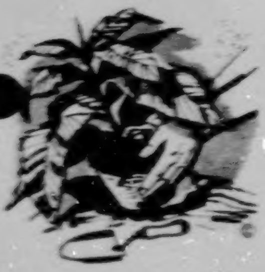
K201C


A
B
C

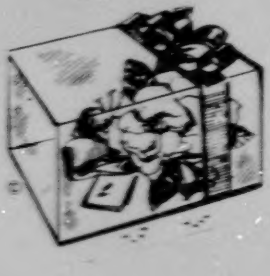




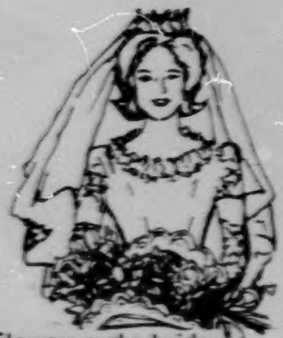

K201C



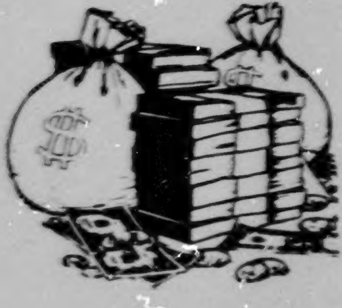
I grow flowers. K201C



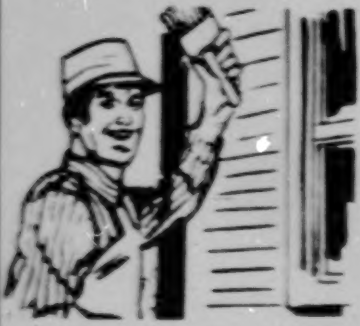
I make corsages. K201C



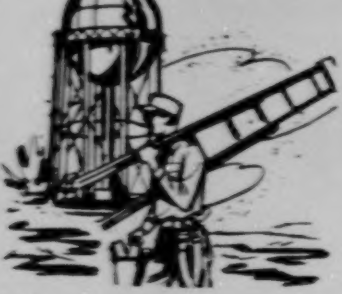
Flowers make brides beautiful. K201C



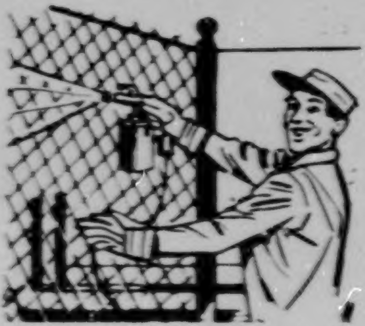
I get money. K201C



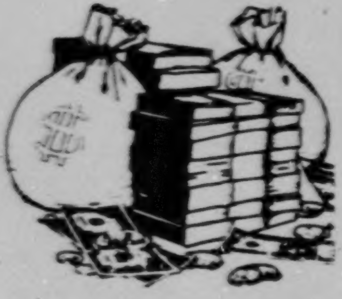
I paint houses. K201C



I paint water towers. K201C



I paint fences. K201C



I get money. K201C

ANSWER KEY

1. Carpenter

I get money.
People live in homes I build.
I drill.
I hammer.

2. Factory Worker

I get money.
People use the things I make.
I use machines.
I work with tools.

3. Taxi Driver

I get money.
I drive cars.
I carry luggage in my car.
People ride in my car.

4. Policeman

I get money.
I catch robbers.
I direct traffic.
I teach safety.

5. Oil Rigger

I get money.
Gasoline comes from my oil.
I drill for gas.
I drill for oil.

6. Florist

I get money.
I make corsages.
Flowers make brides beautiful.
I grow flowers.

7. Painter

I get money.
I paint water towers.
I paint houses.
I paint fences.

8. Housewife

Love
I cook.
I clean.
I fix hurts.

9. Teacher

I get money.
I read books.
I write words.
Children learn to read from me.

10. Doctor

I get money.
I give shots.
I listen to heartbeats.
I give medicine.

11. Beautician

I get money.
I manicure nails.
I curl hair.
I make ladies pretty.

12. Farmer

I get money.
People eat food I grow.
I pitch hay.
I plow the soil.

HOUSEWIFE

TAXI DRIVER

POLICEMAN

OIL RIGGER

FARMER

CARPENTER

FACTORY WORKER

TEACHER

DOCTOR

BEAUTICIAN

FLORIST

PAINTER

CAREER GENERALIZATION:

Education and training are required for most work.

CAREER OBJECTIVE:

The student will identify the formal and informal educational requirements for specific occupations and identify the educational resources available to help him/her prepare for work.

PERFORMANCE OBJECTIVE:

The student will be able to identify some educational requirements necessary for given occupations with 70% accuracy.

STUDENT MATERIALS:

*Marker for game boards. (2 strips)
*Game boards "Education Knock" (2)

PREPARATION:

Discuss what each picture box on the game board represents so that a student can work independently.

Box I: This picture box shows a child(ren) play-acting the desire to be in a certain occupation.

Box II: This picture box represents the learning process (read and write) up to high school graduation.

Box III: This box is to be answered by the student. The student asks himself this question. "If I want to be a _______________, do I need more schooling after high school?" Child will mark the "yes" box or the "no" box. He may knock on the door and open for the answer.

Box IV: This picture box shows the occupation that "I want to be."

PROCEDURE:

Give the student a Marker and the Education Knock gameboard or place it in a learning center. After the discussion of each box, the student will look at each picture in the row, then in the third box the student will answer either the "yes", or the "no" box. The student will be able to identify some educational requirements for a given occupation. Encourage the student to find out about additional occupations.

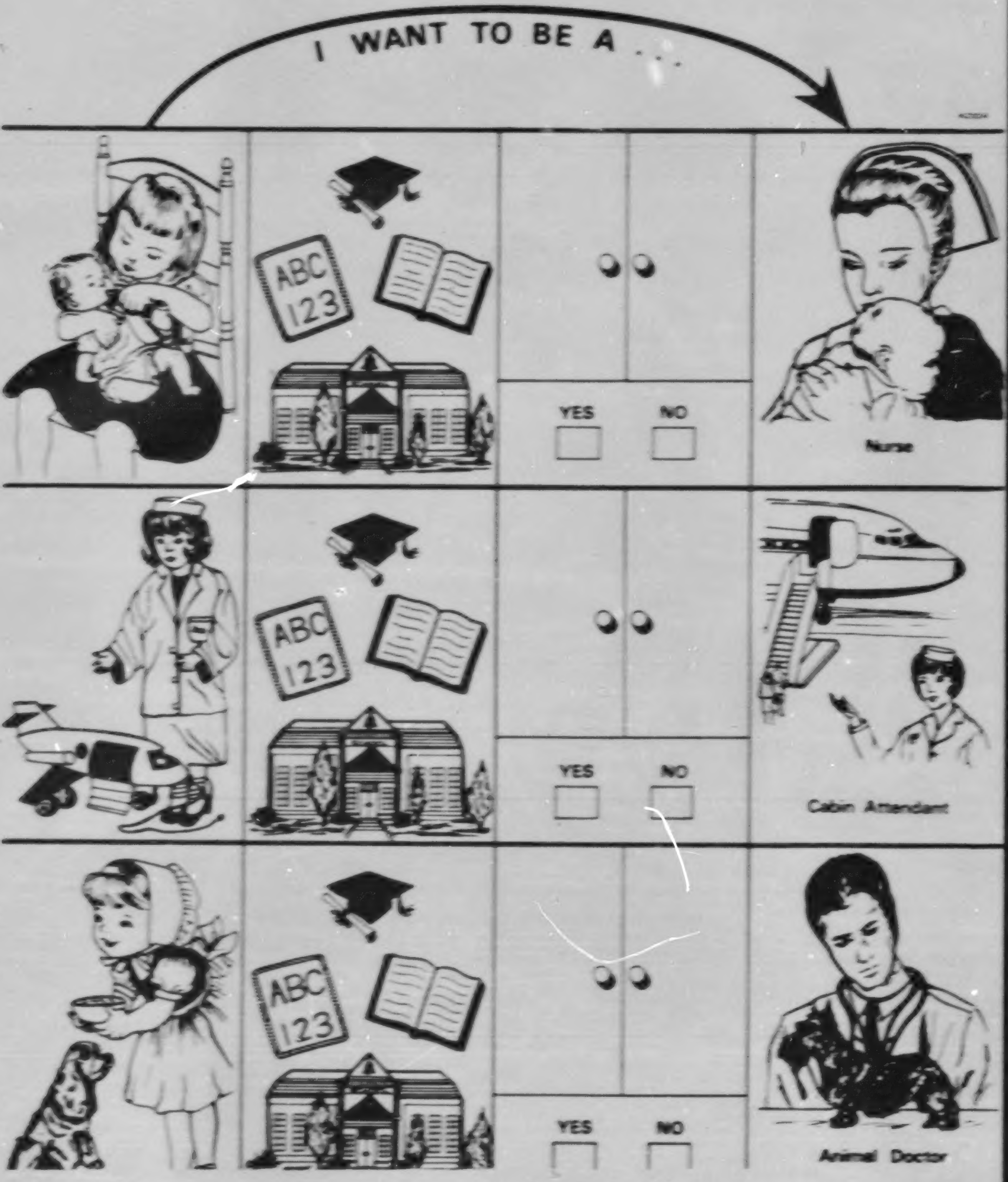
EVALUATION:

The student will see that education and additional training are needed to achieve a desired occupation.

Suggested books for reading: (Author, Carla Greene; Children's Press, Chicago)

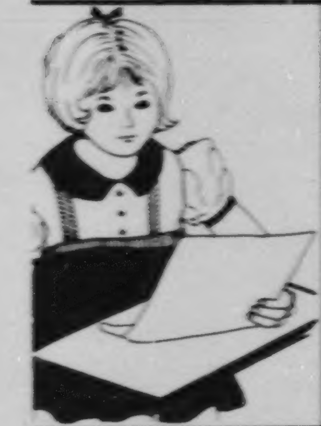
I Want To Be A Nurse (1957)
I Want To Be An Airline Hostess (1960)
I Want To Be An Animal Doctor (1956)
I Want To Be A Doctor (1958)
I Want To Be A Fireman (1959)
I Want To Be A Teacher (1957)

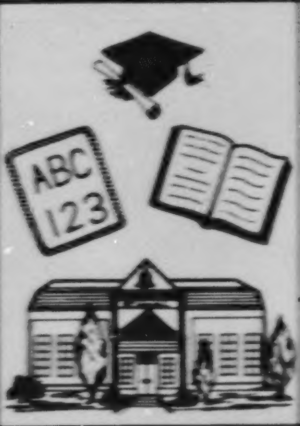
EDUCATION KNOCK


I WANT TO BE A . . .
ABC
123
YES ☐
NO ☐
Nurse
ABC
123
YES ☐
NO ☐
Cabin Attendant
ABC
123
YES ☐
NO ☐
Animal Doctor

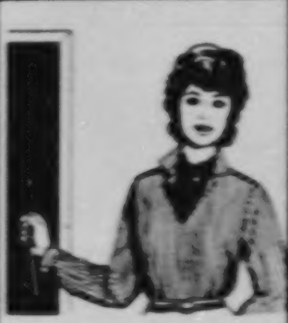
EDUCATION KNOCK

I WANT TO BE A . . .

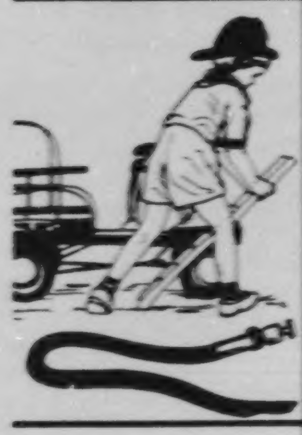


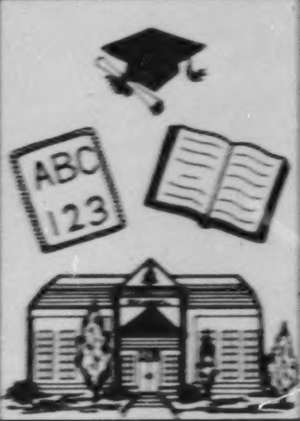


YES ☐ NO ☐

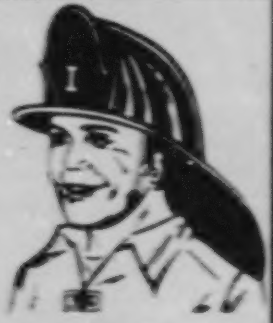


Teacher

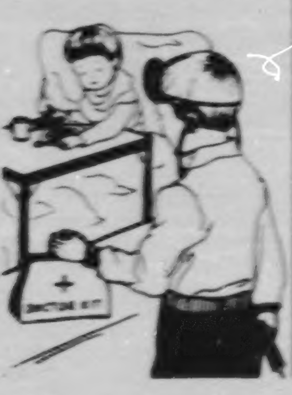


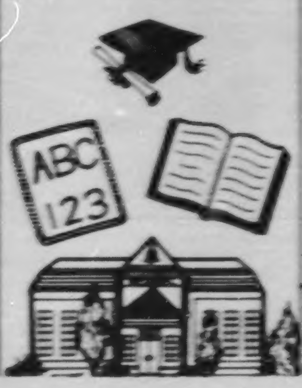


YES ☐ NO ☐

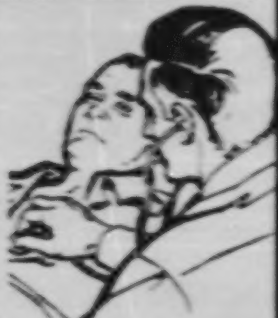


Firefighter

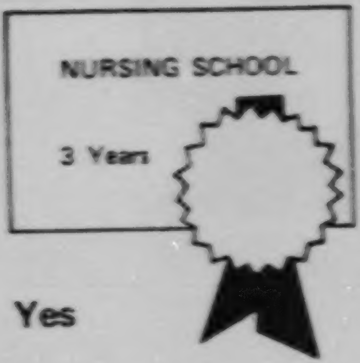




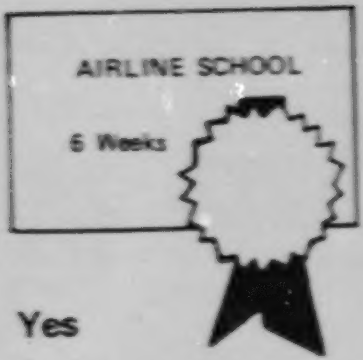
YES ☐ NO ☐



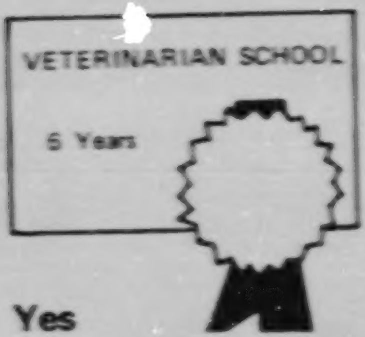
Doctor


NURSING SCHOOL
3 Years

Yes


AIRLINE SCHOOL
6 Weeks

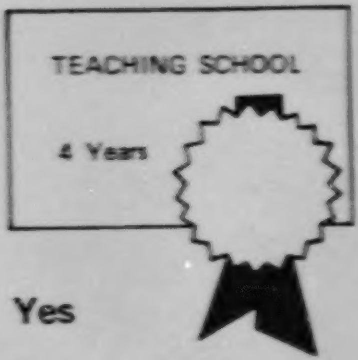
Yes


VETERINARIAN SCHOOL
6 Years

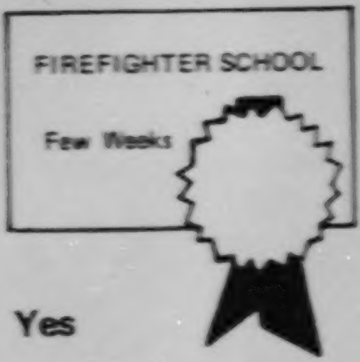
Yes

Markers for game boards

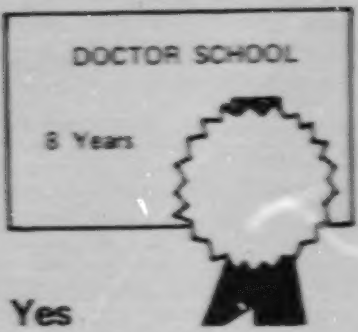
(These are made out of card boards and used with the gameboards: "Education Knocks")


TEACHING SCHOOL
4 Years

Yes


FIREFIGHTER SCHOOL
Few Weeks

Yes


DOCTOR SCHOOL
8 Years

Yes

CAREER GENERALIZATION:

Education and training are required for most work

CAREER OBJECTIVE:

The student will compare and contrast the educational requirements for specific occupations and identify the educational resources available for preparing for certain occupations.

PERFORMANCE OBJECTIVE:

The student describes the educational requirements prerequisite for five different occupations and identify the one requiring the most training and the one requiring the least training.

MATERIALS:

*"Getting My Job" Game board
*Game directions
*Game cards - 99

PREPARATION:

This activity presupposes that the students know the educational requirements and resources for preparing to be: weatherman (meteorologist), beauty operator, news reporter, secretary, and fire fighter.

Familiarize yourself with the game and its rules. Be certain the students can handle the vocabulary. Laminate the board and cards if desired.

PROCEDURE:

Demonstrate to the class the game and its procedure.
Place the game in a learning center.

EVALUATION:

As the students play the game, their concepts of the likenesses and differences of the educational requirements and available educational resources for preparation for specific occupations will be reinforced. Informal discussion should include such questions as:

What are the educational requirements for each of the five occupations?
Which requires the most formal education? Why?
Which requires the least formal education? Why?
How is it possible to move along faster toward the chosen occupation?
What conditions may delay completion of the requirements?

GETTING MY JOB

The game is designed for two to five players.

Each player chooses one of the occupations and progresses up the spaces toward that goal. The first player to land at his goal (on the picture) wins the game.

The cards are placed in a pile, face down, (after being thoroughly mixed.)

Blue cards = requirements
Red cards = delay
Green cards = speed

All requirement cards (blue) must be placed in the order shown, before any speed cards can be used.

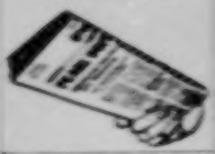
A red delay card is played in the space beyond the last card played, and then covered by the appropriate card as soon as possible.

Any grade or college year card beyond the occupations requirement may be used as a green (speed) card.

The first player draws a card, and plays it if he can. Otherwise, he places it face up before him and awaits his next turn.

Second player draws, etc.

Each player draws each round and plays the drawn card if he can, as well as any others he might have drawn previously. Only when he can't play any other card is he forced to play a red (delay) card.

Weatherman 	Beauty Operator 	News Reporter 	Secretary 	Firefighter
College Graduate		College Graduate		
College 1 year		College 1 year		On-Job Training
College 1 year		College 1 year	On-Job Training	Physical Exam.
College 1 year	Physical Exam.	College 1 year	Test	Test
12th grade	Test	12th grade	12th grade	12th grade
11th grade	Special School	11th grade	11th grade	11th grade
10th grade	10th grade	10th grade	10th grade	10th grade

FAILED TEST
K2028

FAILED TEST
K2028

FAILED TEST
K2028

FAILED TEST
K2028

FAILED TEST
K2028

FAILED EXAM
K2028

FAILED EXAM
K2028

FAILED EXAM
K2028

FAILED EXAM
K2028

NO MONEY
K2028

NO MONEY
K2028

NO MONEY
K2028

NO MONEY
K2028

NO MONEY
K2028

NO MONEY
K2028

ILL
K2028

ILL
K2028

ILL
K2028

ILL
K2028

ILL
K2028

FAILED EXAM
K2028

K2028

K2028

K2028

Nancy ~~and~~ stock [illegible]

ON-JOB TRAINING K202B	COLLEGE 1 YEAR K202B	COLLEGE 1 YEAR K202B	TEST OK K202B
ON-JOB TRAINING K202B	COLLEGE 1 YEAR K202B	COLLEGE 1 YEAR K202B	TEST OK K202B
ON-JOB TRAINING K202B	COLLEGE 1 YEAR K202B	COLLEGE 1 YEAR K202B	TEST OK K202B
ON-JOB TRAINING K202B	COLLEGE 1 YEAR K202B	COLLEGE 1 YEAR K202B	TEST OK K202B
COLLEGE 1 YEAR K202B	COLLEGE 1 YEAR K202B	P K202B	TEST OK K202B
COLLEGE 1 YEAR K202B	COLLEGE 1 YEAR K202B	P K202B	TEST OK K202B

11th GRADE K202B	11th GRADE K202B	11th GRADE K202B	11th GRADE K202B
11th GRADE K202B	11th GRADE K202B	11th GRADE K202B	11th GRADE K202B
10th GRADE K202B	10th GRADE K202B	10th GRADE K202B	10th GRADE K202B
10th GRADE K202B	10th GRADE K202B	10th GRADE K202B	10th GRADE K202B
12th GRADE K202B	12th GRADE K202B	12th GRADE K202B	12th GRADE K202B
12th GRADE K202B	12th GRADE K202B	12th GRADE K202B	12th GRADE K202B

NIGHT CLASS NIGHT CLASS

K2029 K2029 K2029 K2029

NIGHT CLASS NIGHT CLASS

K2029 K2029 K2029 K2029

NIGHT CLASS NIGHT CLASS

K2029 K2029 K2029 K2029

NIGHT CLASS NIGHT CLASS

K2029 K2029 K2029 K2029

NIGHT CLASS NIGHT CLASS

K2029 K2029 K2029 K2029

K2029 K2029 K2029 K2029

[illegible] 41 green stock

PHYSICAL EXAM. OK K202B	PHYSICAL EXAM. OK K202B	PHYSICAL EXAM. OK K202B	PHYSICAL EXAM. OK K202B
COLLEGE GRADUATE +2 K202B	COLLEGE GRADUATE +2 K202B	COLLEGE GRADUATE +2 K202B	COLLEGE GRADUATE +2 K202B
K202B	K202B	K202B	K202B
K202B	K202B	K202B	K202B
K202B	K202B	K202B	K202B
K202B	K202B	K202B	K202B

blue stock

CAREER GENERALIZATION

Education and training are required for most work.

CAREER OBJECTIVE

The student will analyze training opportunities afforded by each of the educational resources in relation to specific occupations

PERFORMANCE OBJECTIVE

The child will match worker pictures with riddle cards describing the roles and educational requirements of the jobs.

MATERIALS

*Community helper cards (10)
*Riddle cards

PREPARATION

This activity is designed for use in a small group in an interest center. The teacher will assign the children to the learning center.

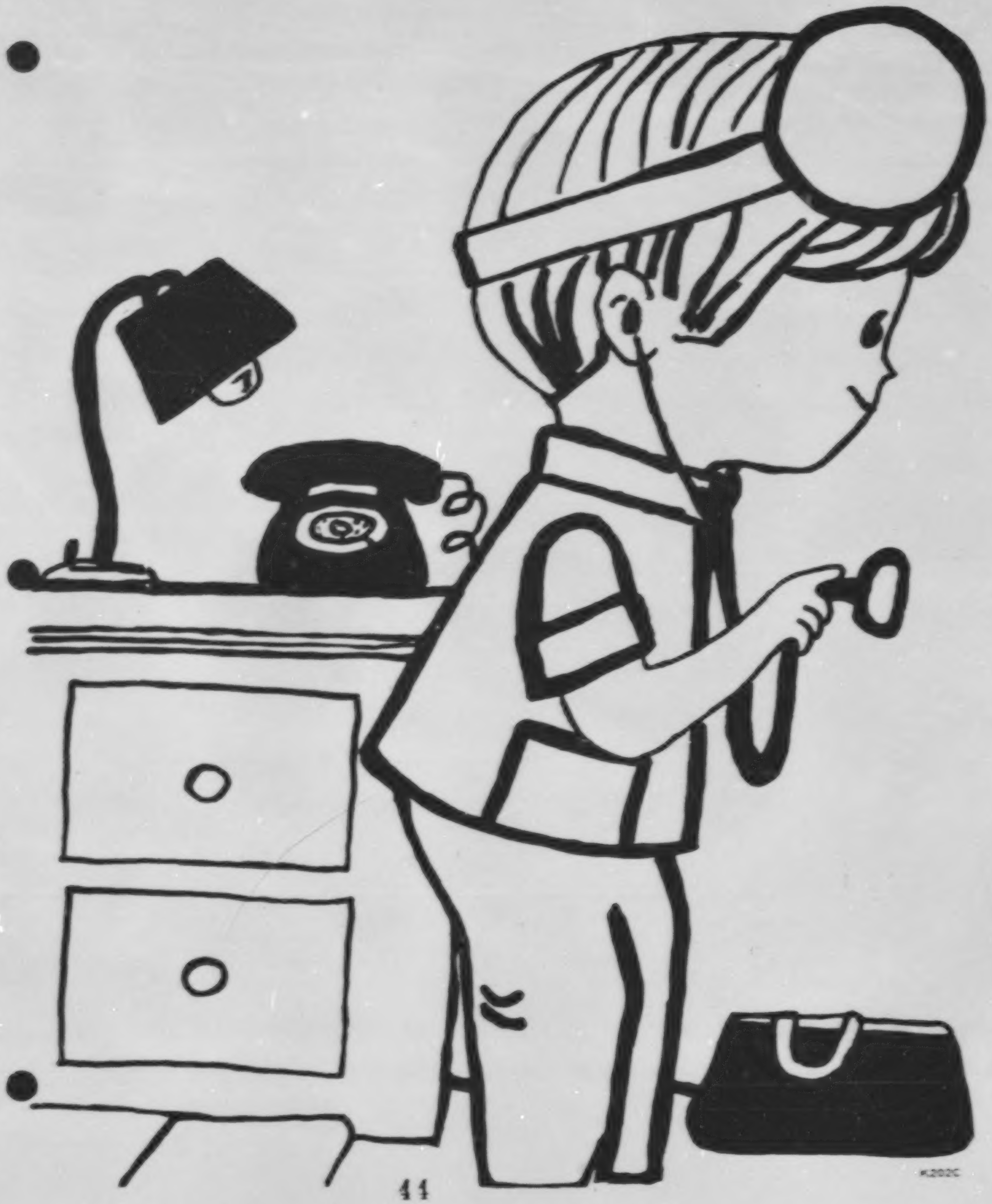
Mount and laminate the pictures and riddle cards, if desired.

PROCEDURE

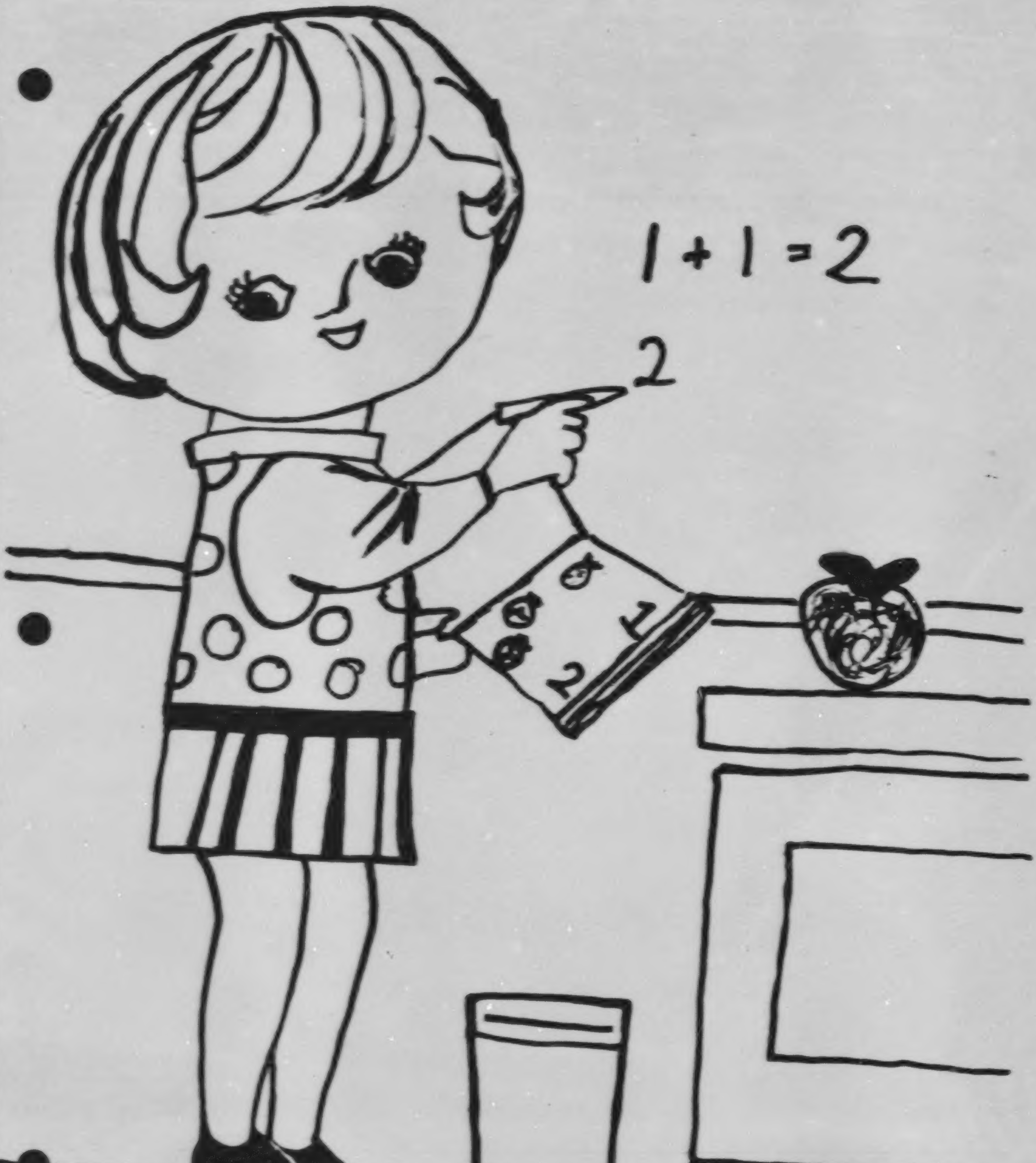
Place the community helper cards on a table or along a chalkboard edge. The teacher or a child will read a riddle to the group. Students take turns selecting and showing to the others the Community Helper card that solves the riddle.

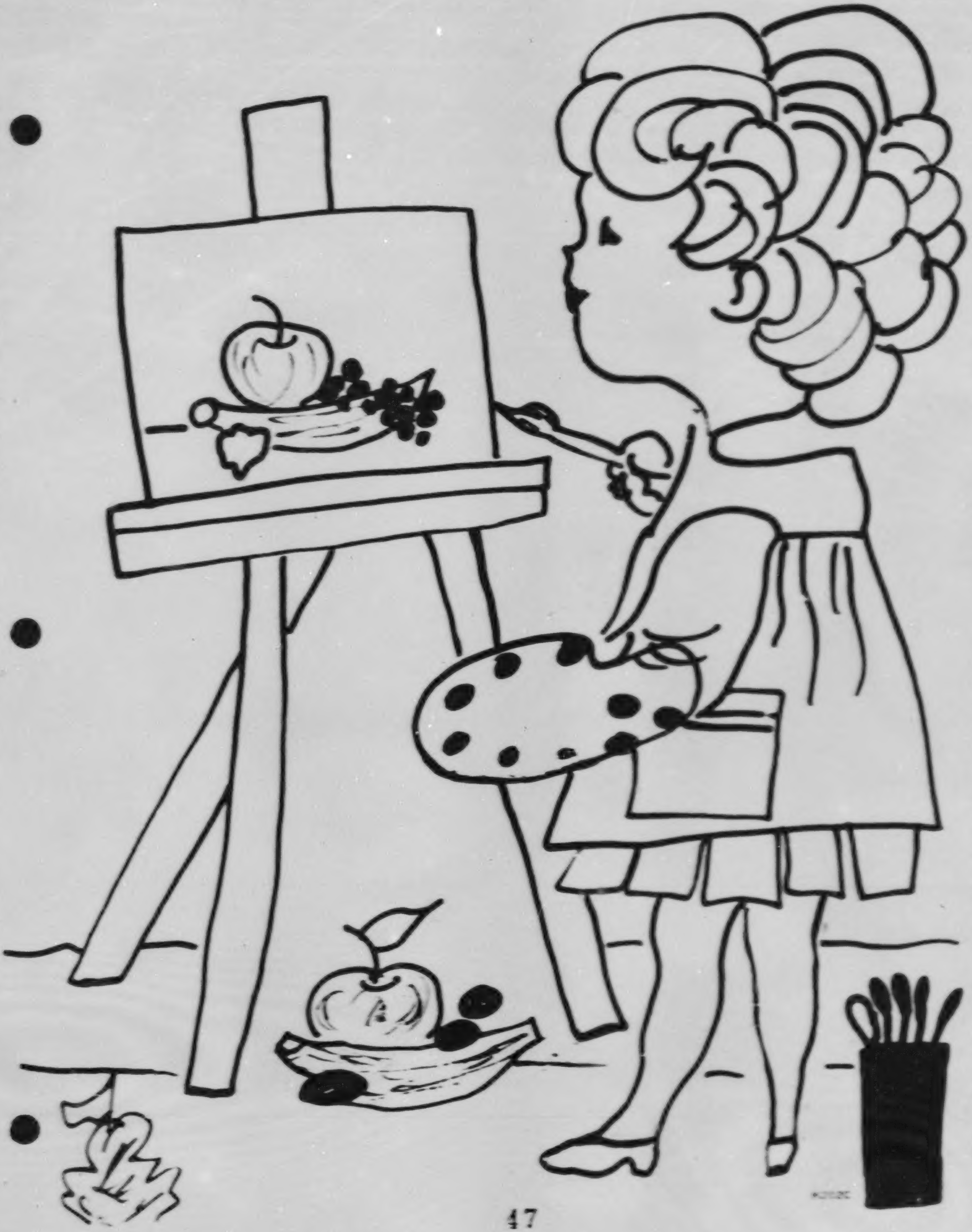
EVALUATION

Informally observe to see how accurate the students are in the matching exercise.



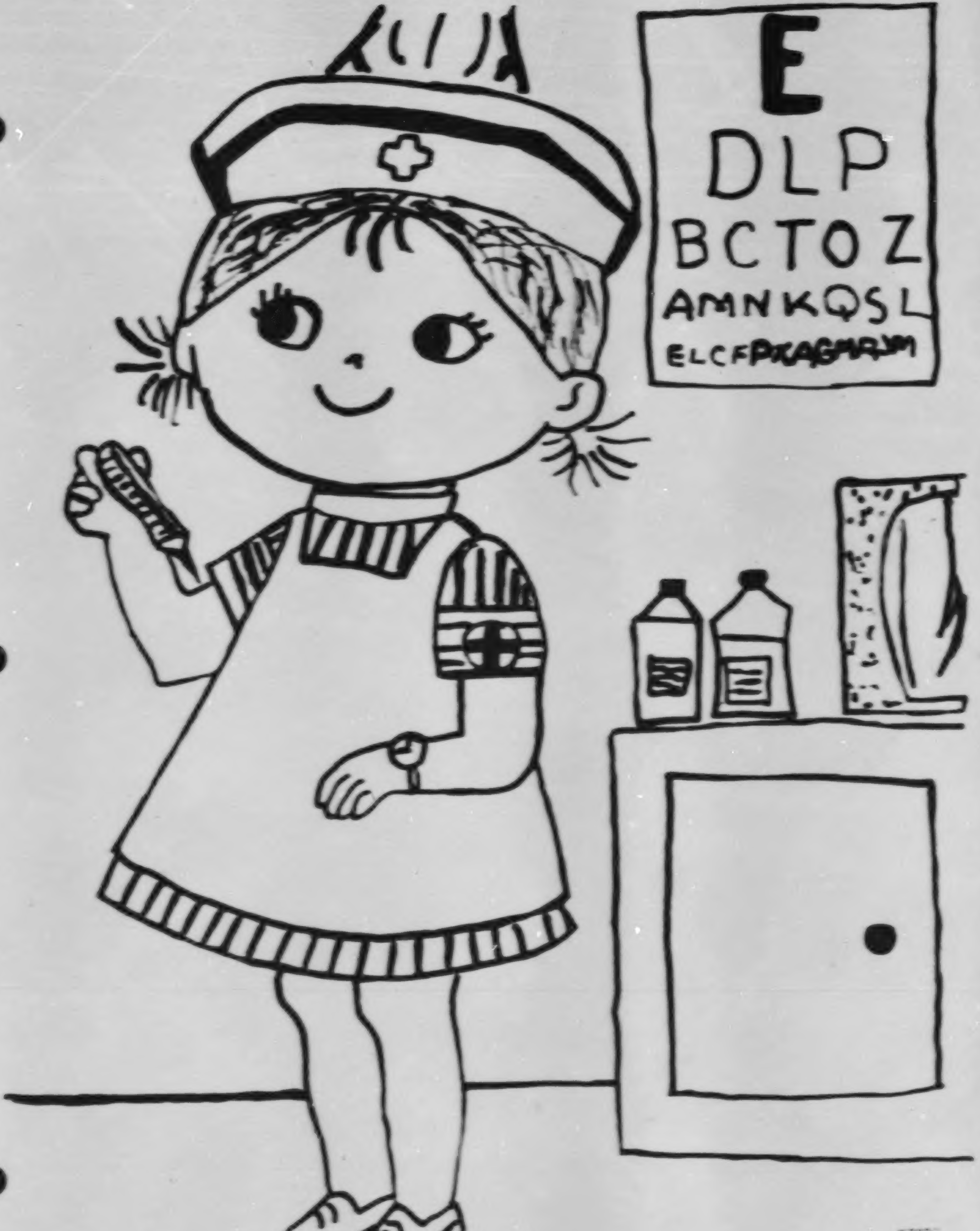
STOP

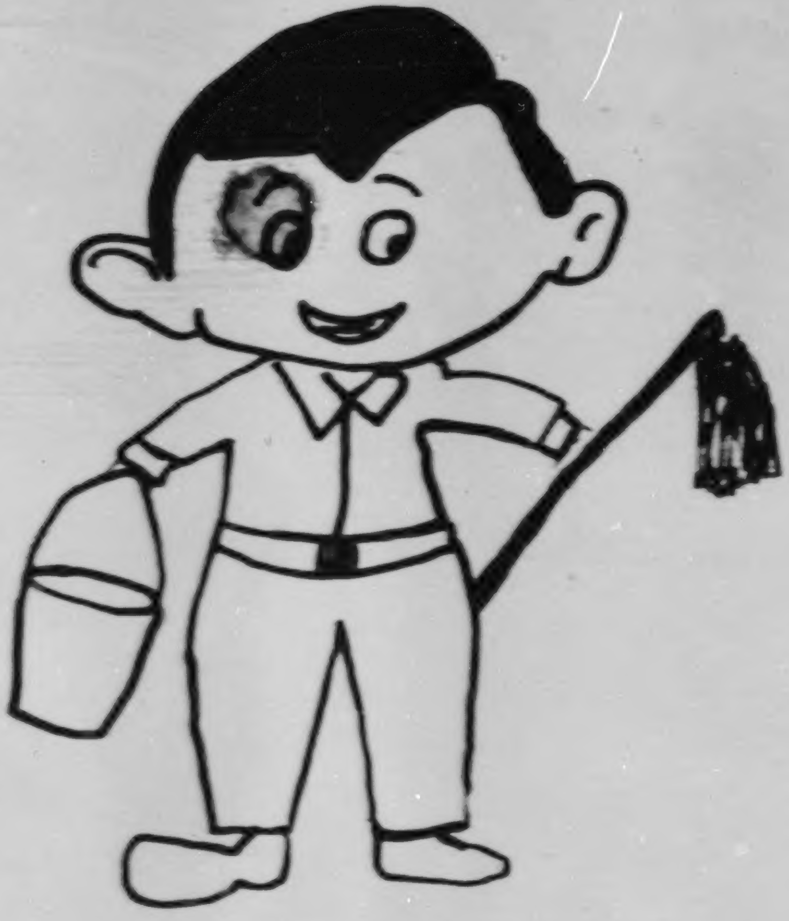

1 + 1 = 2
2
1
2



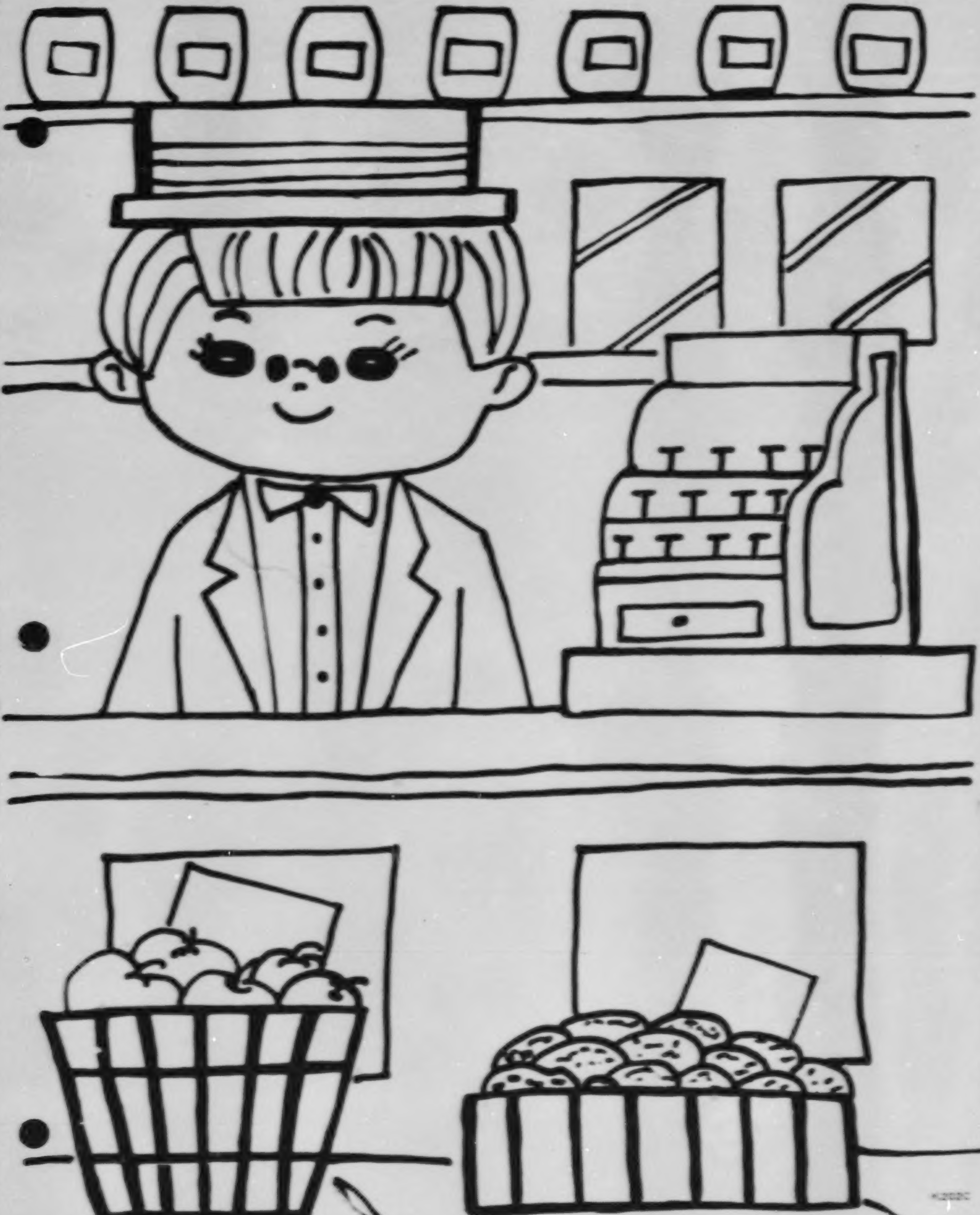
SECRETARY
MISS DOALL

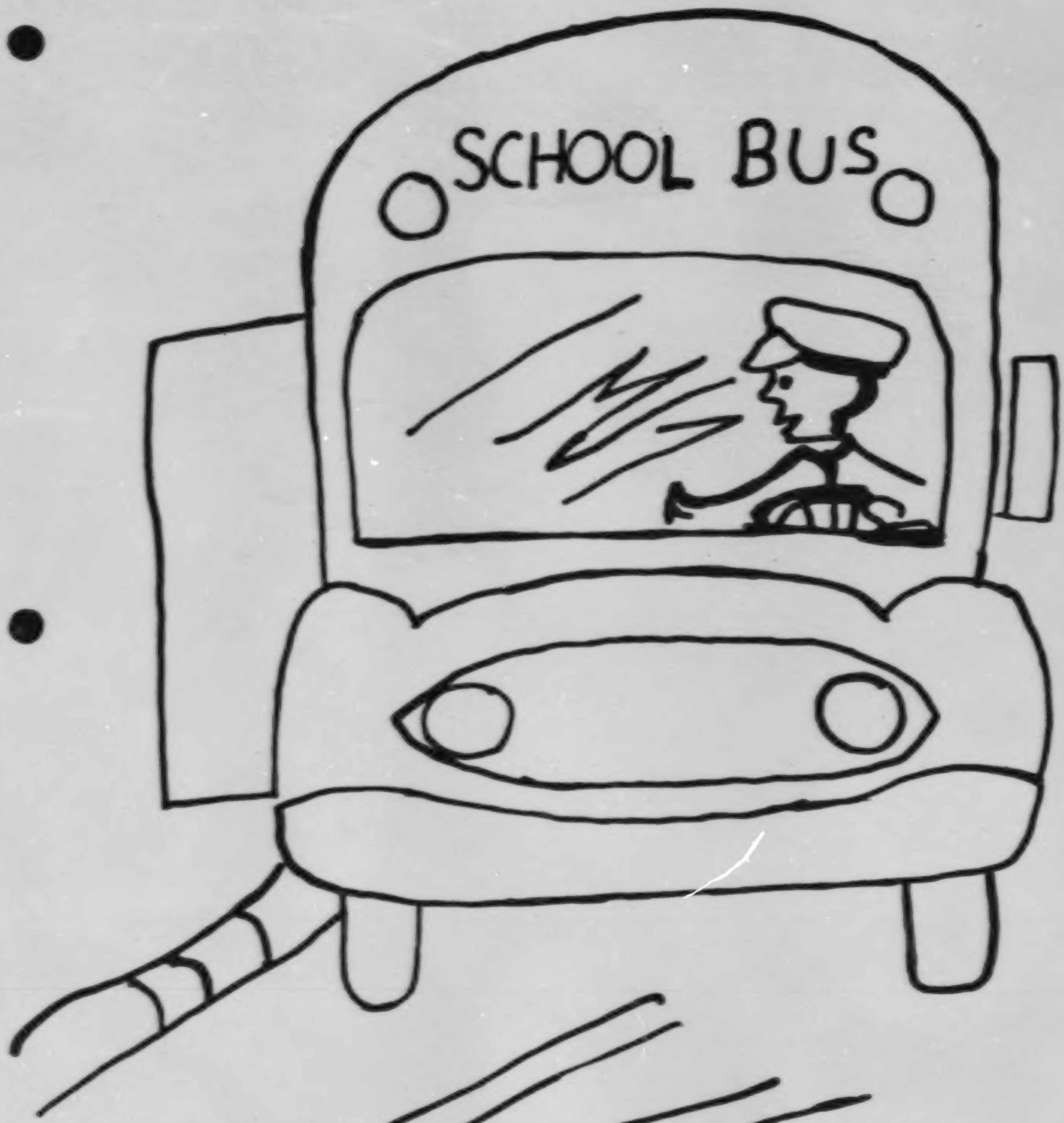
K202C


E
DLP
BCTOZ
AMNKQSL
ELCFPKAGHRYM

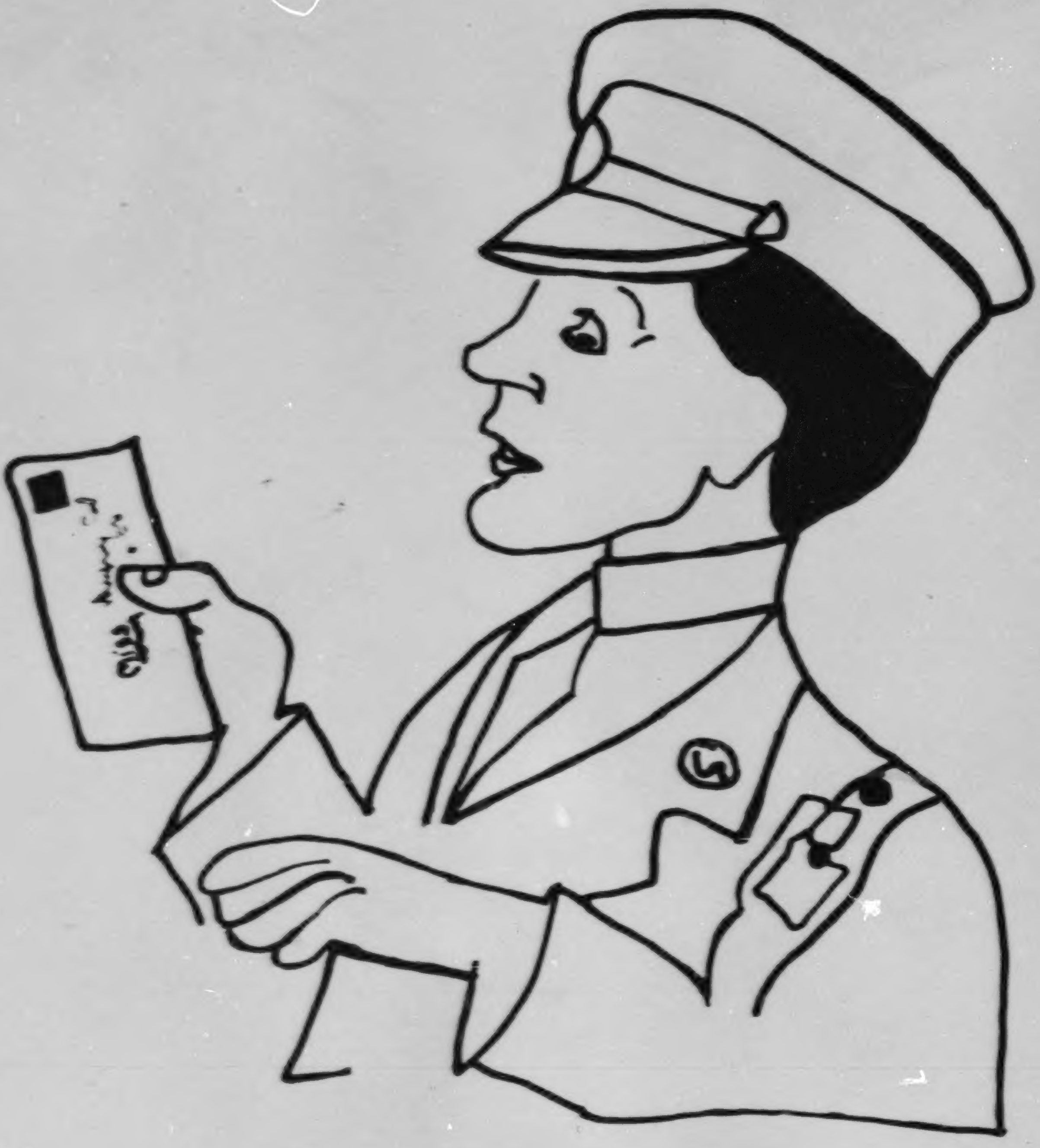


CUSTODIAN
MR. TIDY





K202C



POSTMAN

CAREER GENERALIZATION:

Education and training are required for most work.

CAREER OBJECTIVE:

The student will evaluate the educational options available in relation to his/her personal objectives and needs.

PERFORMANCE OBJECTIVE:

A player can determine when a correct match of what was learned, who taught it and where it was learned occurs in the game and add the three scores involved in the match, with accuracy, 80% of the time.

MATERIALS:

*"Three for One" Game board 8½ x 11
*answer Key
*Score Card
*Game Cards (24) with (3) blank cards

PREPARATION:

This activity follows the three preceding activities involving identification and analysis of the educational requirements for different occupations and available resources for training for various occupations in the community.

PROCEDURE:

The game begins with one player drawing a card from the card pile. The cards are color coded, and if the player draws a card with a red edge, he places the card in a box in the row under the words "What I Learned." If the card has a yellow edge, it is placed in a box under the words "Who Taught Me." If it has a blue edge, the player places the card in a box under the words "Where I Learned."

The next player draws and puts his card in a box in the row indicated by the color code on the card. Only matching cards can be placed in the same row. Players may check the answer key when needed.

The next player does the same, and the game goes on in this manner until there is a match across the board: The "What I Learned" box and the "Who Taught Me", and the "Where Did I Learn" boxes all have cards to match. The player who played the third card takes the three cards and adds the numbers in the three boxes for his score. He writes his score in a box on the score card under his name.

The game continues in this same manner until all the matches have been made. Each time a match is made, the player putting the third card in place to complete the match gets the score, which is the total of the numbers in the three boxes in the match. At the end of the game each player totals his score and the one having the largest total score wins.

Red WHAT I LEARNED	Yellow WHO TAUGHT ME?	Blue WHERE DID I LEARN?
■		▨
1	1	1
7	6	3
4	2	5
8	7	7
6	3	8
2	5	6
3	4	4
5	8	2

K2020

Three for One

ANSWER KEY

1. To play ball---------------Coach
   Ball Park

2. To sell Bluebird Cookies--Bluebird Leader
   Neighborhood

3. To fish with Dad----------Dad
   Lake

4. All about Sunday School---Sunday School Teacher
   Church

5. All about wild animals----Zoo Keeper
   Zoo

6. To make my bed------------Mother
   Home

7. To take care of my teeth--Dentist
   Dentist's office

8. To read a book------------Teacher
   School

SCORE CARD

Name	Name	Name	Name	Name

SCORE CARD

Name	Name	Name	Name	Name

SCORE CARD

Name	Name	Name	Name	Name

SCORE CARD

Name	Name	Name	Name	Name

K202D

To Play Ball K2020	To Play Ball K2020	To Play Ball K2020
To Sell Bluebird Cookies K2020	To Sell Bluebird Cookies K2020	To Sell Bluebird Cookies K2020
To Fish With Dad K2020	To Fish With Dad K2020	To Fish With Dad K2020
All About Sunday School K2020	All About Sunday School K2020	All About Sunday School K2020
All About Wild Animals K2020	All About Wild Animals K2020	All About Wild Animals K2020
To Make My Bed K2020	To Make My Bed K2020	To Make My Bed K2020
To Take Care Of My Teeth K2020	To Take Care Of My Teeth K2020	To Take Care Of My Teeth K2020
To Read A Book K2020	To Read A Book K2020	To Read A Book K2020
K2020	K2020	K2020

Coach K2020	Coach K2020	Coach K2020
Bluebird Leader K2020	Bluebird Leader K2020	Bluebird Leader K2020
Dad K2020	Dad K2020	Dad K2020
Sunday School Teacher K2020	Sunday School Teacher K2020	Sunday School Teacher K2020
Zoo Keeper K2020	Zoo Keeper K2020	Zoo Keeper K2020
Mother K2020	Mother K2020	Mother K2020
Dentist K2020	Dentist K2020	Dentist K2020
Teacher K2020	Teacher K2020	Teacher K2020
K2020	K2020	K2020

Ball Park K202D	Ball Park K202D	Ball Park K202D
Neighborhood K202D	Neighborhood K202D	Neighborhood K202D
Lake K202D	Lake K202D	Lake K202D
Church K202D	Church K202D	Church K202D
Zoo K202D	Zoo K202D	Zoo K202D
Home K202D	Home K202D	Home K202D
Dentist's Office K202D	Dentist's Office K202D	Dentist's Office K202D
School K202D	School K202D	School K202D
K202D	K202D	K202D

CAREER GENERALIZATION:

Specialization results in interactions and interdependencies among workers.

CAREER OBJECTIVE:

The student will identify different work roles and their interrelatedness in given specialized work situations.

PERFORMANCE OBJECTIVE:

When given puzzle pieces of workers involved in a task, the student will put the puzzle together in sequence, with at least 80 percent accuracy.

MATERIALS:

*Telephone and Postal service puzzle pieces
*Task card

PREPARATION: Read the directions. Place the puzzle pieces and task card in a learning center.

The Career sequence puzzle is designed to be used by an individual child, or by two children who take turns working each puzzle.

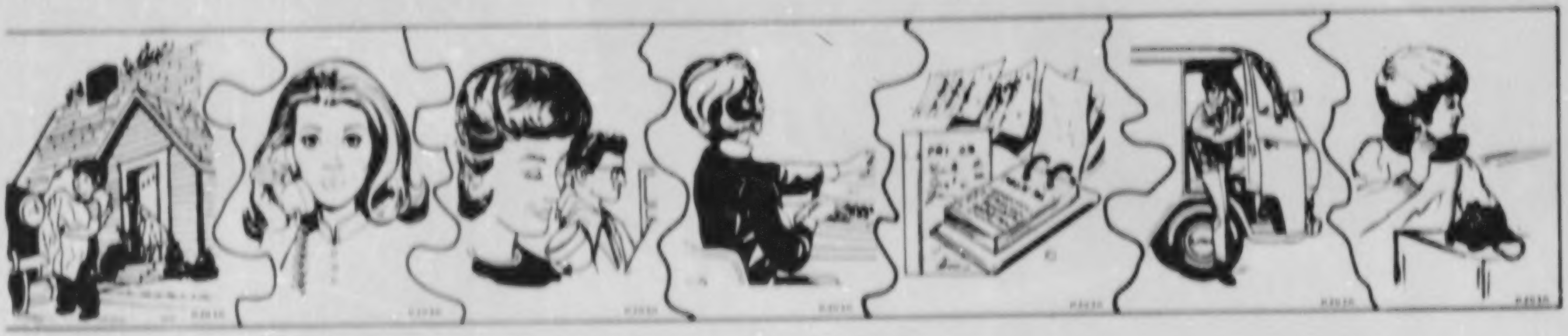
PROCEDURE:

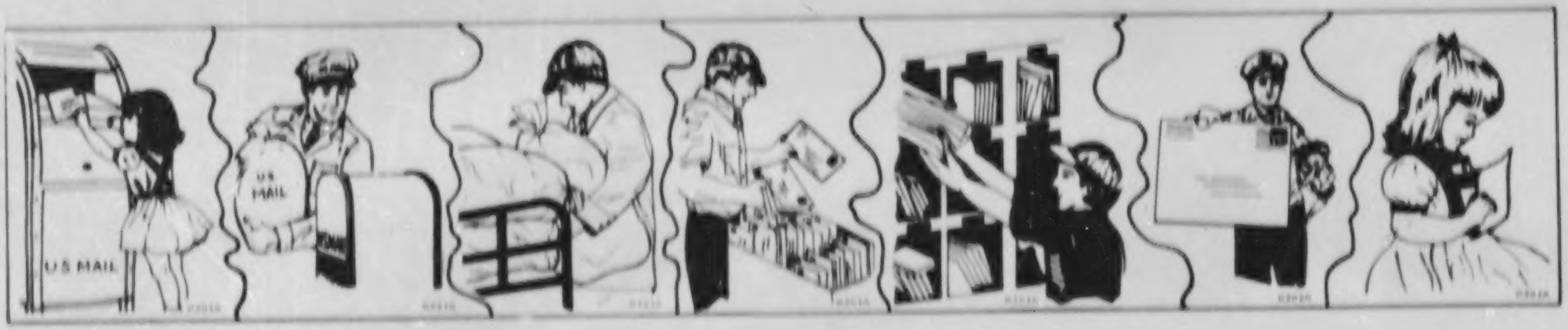
The children should look over their cards, identify the different jobs, then put the pieces in sequence. After the sequence is complete, the student should verbally describe to you or another student the sequence. Then one student could pull one of the cards or tasks out and have the other decide what the effect on the task or process would be.

You could help establish the idea of interdependence among the workers by asking: "What would happen if the (installer) didn't do his Job?" "How do the workers depend on each other?"

EVALUATION:

The student will be able to complete the puzzle with 80 percent accuracy. If he or she doesn't have the student play the game again or engage in another activity in this section.





U.S. MAIL
US MAIL

TASK CARD

STUDENT SHOULD:	STUDENT SHOULD:	STUDENT SHOULD:
1. Read the names on the back of the puzzle pieces and decide what each worker does.	2. Place the puzzle parts in sequential order.	3. Remove one card from the puzzle and discuss what would happen without this job.

CAREER GENERALIZATION:

Specialization results in interactions and interdependencies among workers.

CAREER OBJECTIVE:

The student will compare and contrast the types of interdependencies in given specialized work situations.

PERFORMANCE OBJECTIVE:

Given a series of exercise sheets on interdependencies among workers, the student will, during a block of time such as a week, complete the the cut and paste activities with 80 percent accuracy.

MATERIALS:

*Exercise Sheet A

*Exercise Sheet B

*Exercise Sheet C: "One Worker - One Product."

*Exercise Sheet D: "Many Workers - One Product."

*Exercise Sheet E

*Exercise Sheet F: "Many Workers - Many Products."

*Exercise Sheet G

*Exercise Sheet H: "Many Workers - One Service."

*Exercise Sheet I

Dairy Council Kit

Telephone Company Unit on Communications

Book: The Telephone Company

Glue, scissors

PREPARATION:

Before children attempt this activity, it is assumed they have studied: The Dairy Council Kit, The Telephone Company, by Jean and Ned Wilkinson, published by Sextant Systems, Inc., and have made a field trip to a Bakery.

PROCEDURE:

These are cut and paste exercises. They may be used by as many students as you wish. The sheets could be presented daily over a period of time or in booklet form, to be completed as a Free Time Exercise over a period of about a week.

Exercise Sheets A, top half of C, D, F, and H are for pasting pictures on. Exercise Sheets B, bottom half of C, E, G, and I have pictures to be cut out.

Factories on Sheet B are to be cut out and pasted under proper category on Sheet A.

Factories and workers at the bottom of Sheet C are to be cut out and pasted on the top half of Sheet C, with each worker grouped with the correct factory.

The workers and factories on Sheet E are to be cut out and pasted on Sheet D, with the workers in sequential order after the right factory. The sequence will be indicated by the label at the top of Page D.

The workers and factories on Page G are to be cut out and pasted on Page F with the workers grouped after the correct factory.

The workers and factories on Page I are to be cut out and pasted on Page H, with the workers in sequential order after the matching factory. The sequence is indicated by the label at the top of Page H.

After all of the exercises have been completed, discuss with the students the types of interdependencies among the different workers.

EVALUATION:

The children can exchange booklets and check to see that the work has been performed accurately according to the way they think it should be done. If there is a difference of opinion, the two students involved should discuss the differences with the teacher.

SHEET A

K2038

ONE WORKER – ONE PRODUCT

MANY WORKERS – ONE PRODUCT

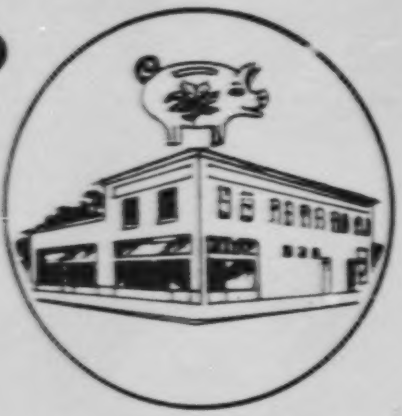
MANY WORKERS – MANY PRODUCTS

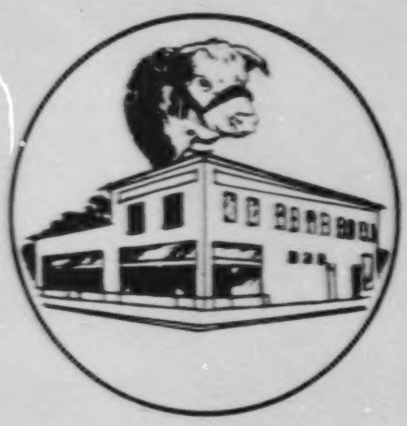
MANY WORKERS–ONE SERVICE

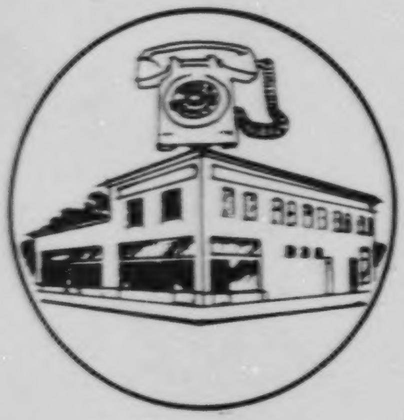
K2038

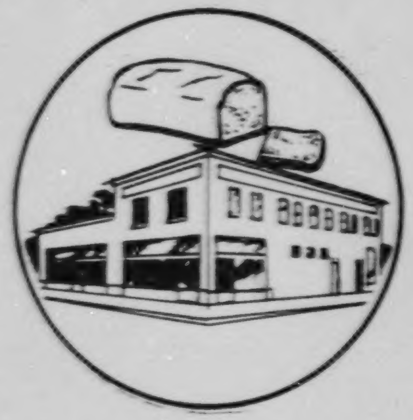
SHEET B

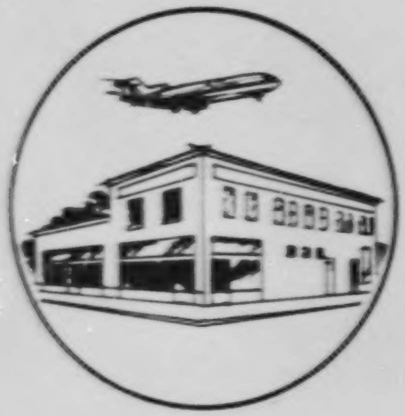
K203B

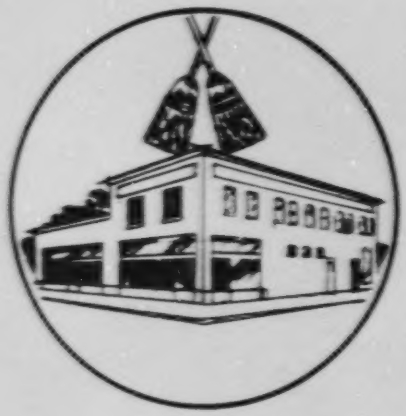


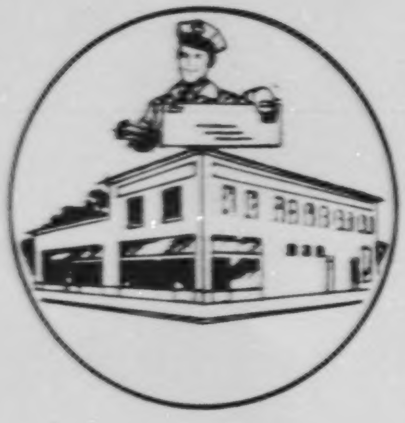


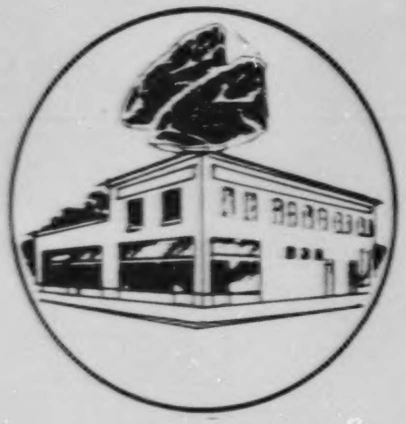








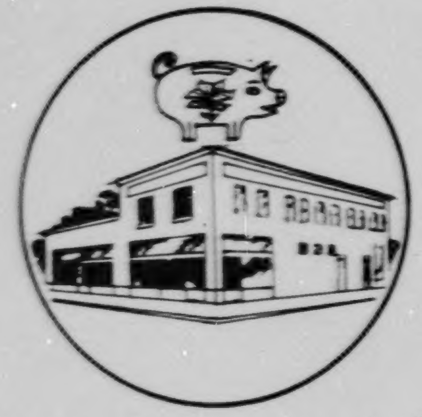


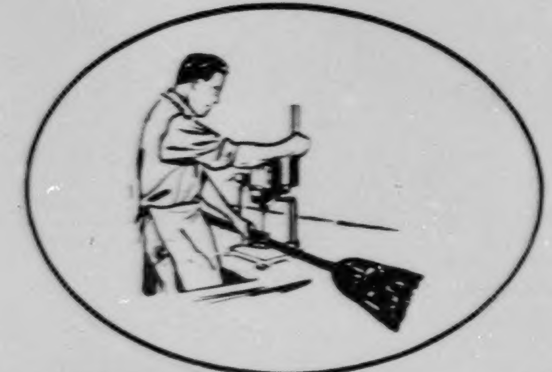


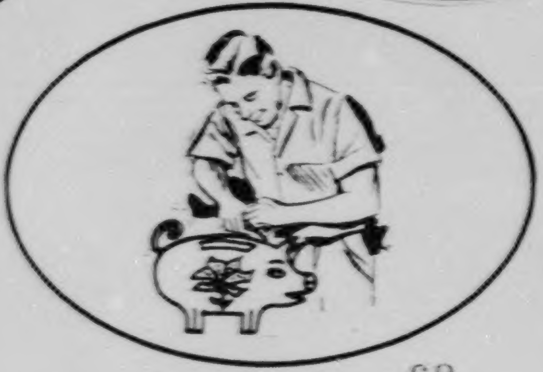
SHEET C

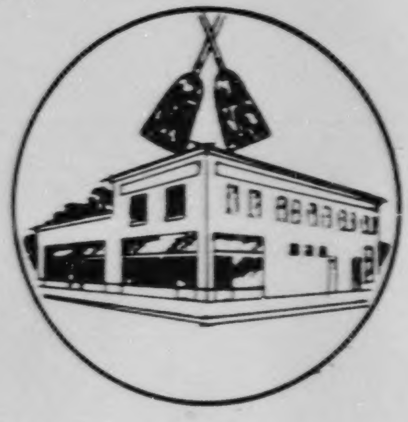
K203B

One Worker – One Product









SHEET D

K2038

Many Workers—One Product

(THE WORKERS ARE TO BE PASTED IN CORRECT SEQUENCE)

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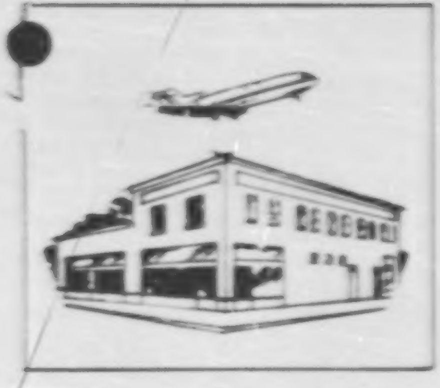
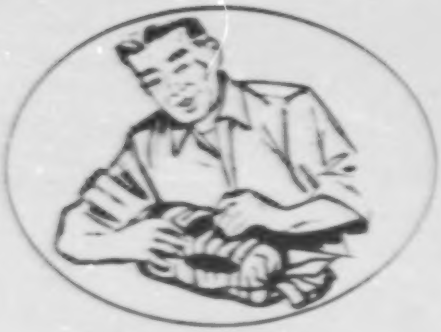
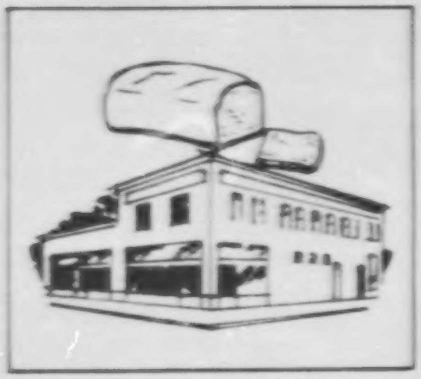
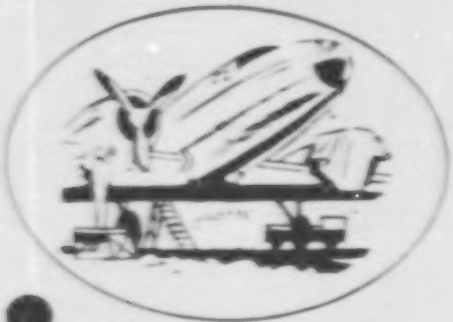
SHEET E

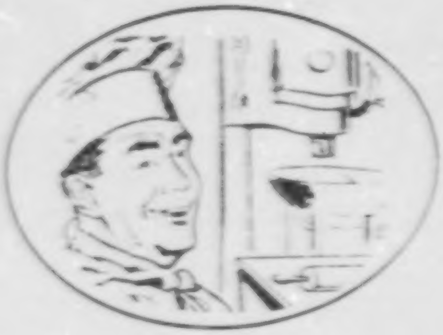
K2038

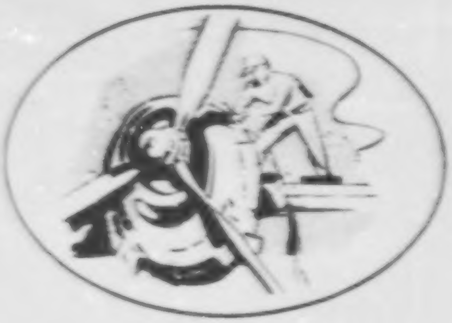


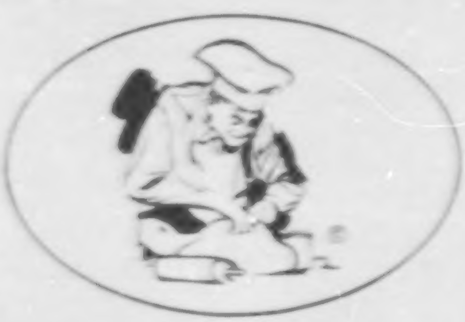


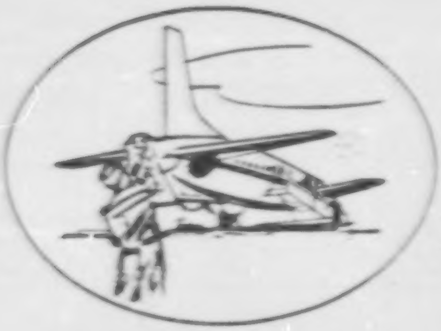


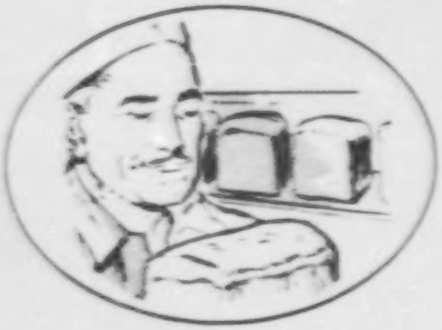


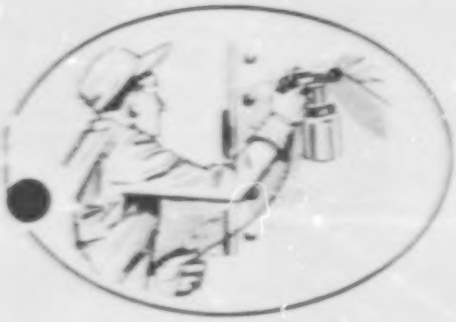


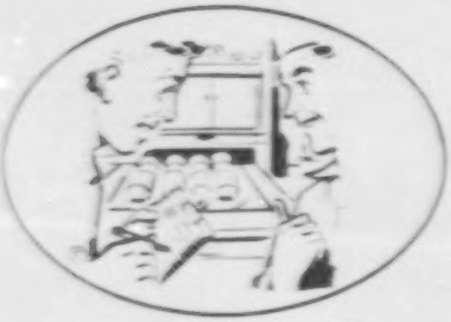


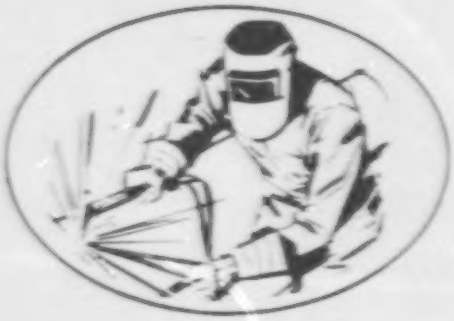












SHEET F

K-203B

Many Workers–Many Products

(THE WORKERS ARE TO BE PASTED IN CORRECT SEQUENCE)

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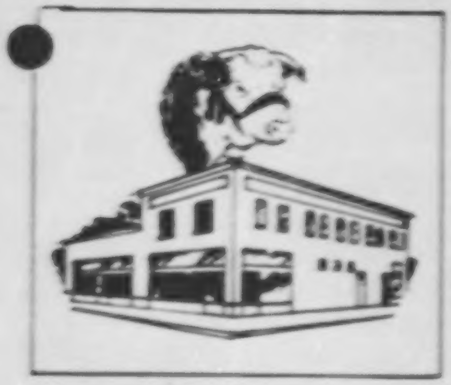
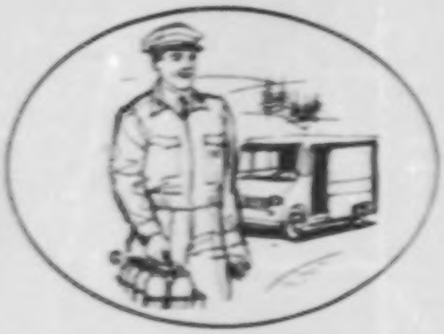
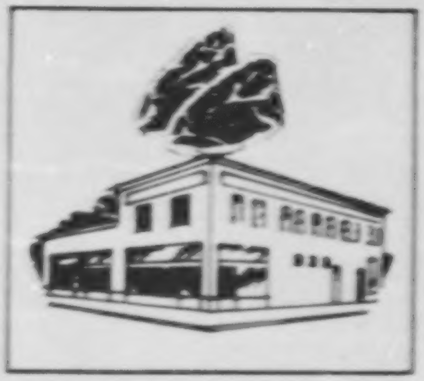
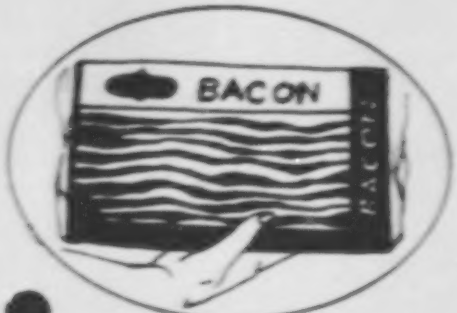
SHEET G





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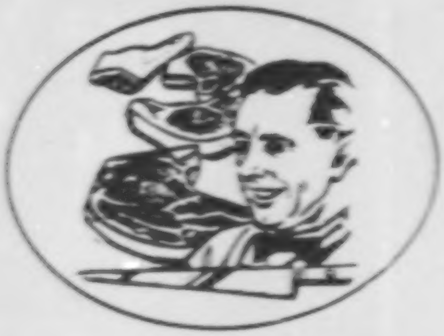
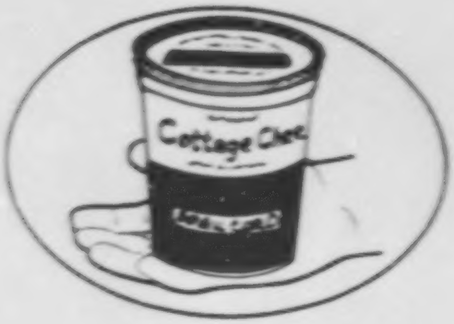
BACON

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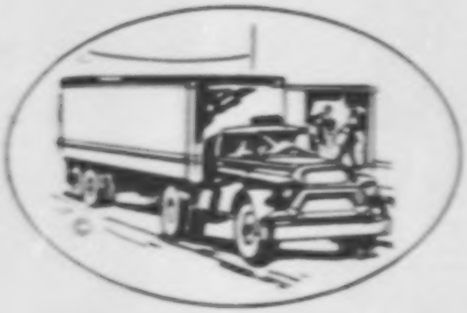

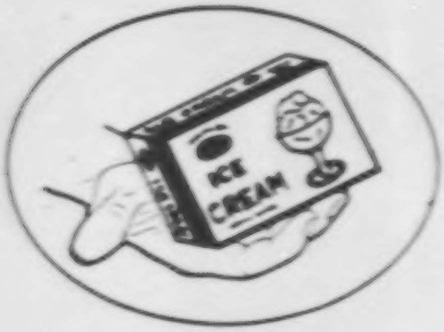

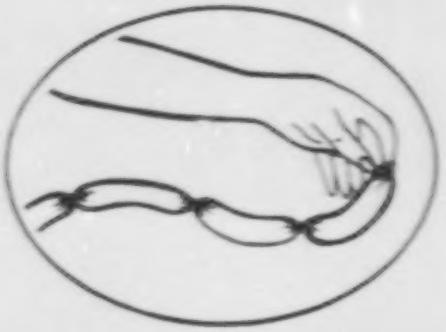

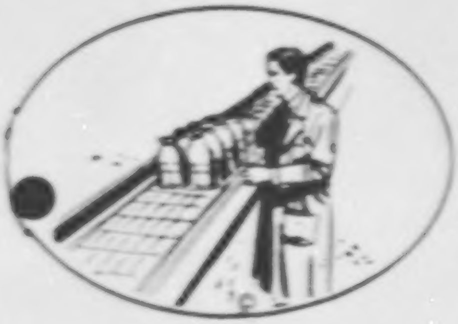

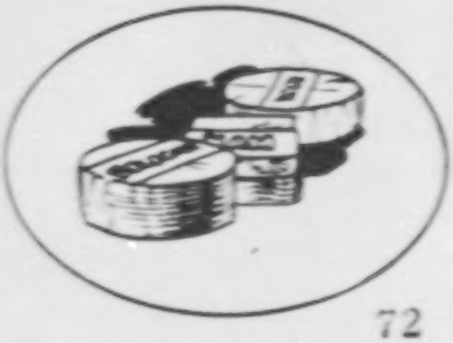

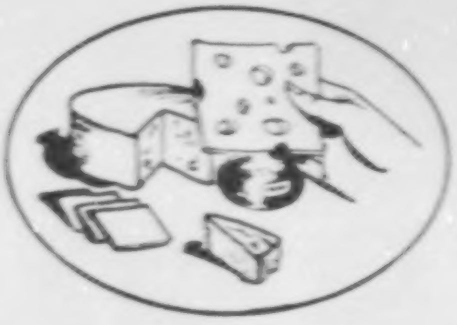

SHEET H

Many Workers–One Service

(THE WORKERS ARE TO BE PASTED IN CORRECT SEQUENCE)

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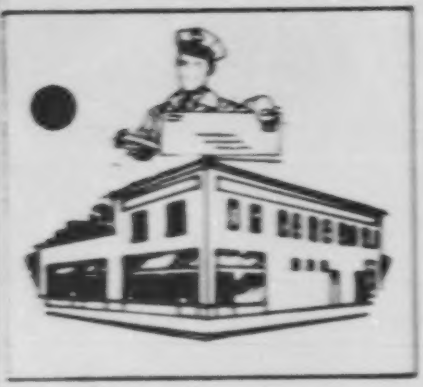
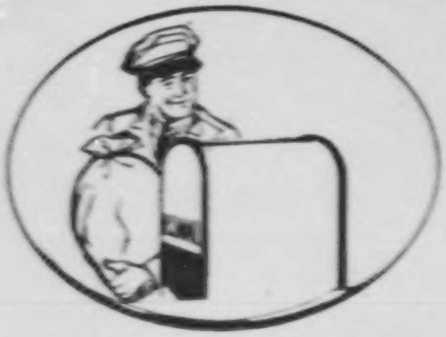
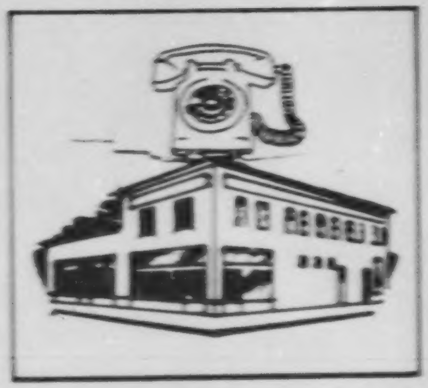
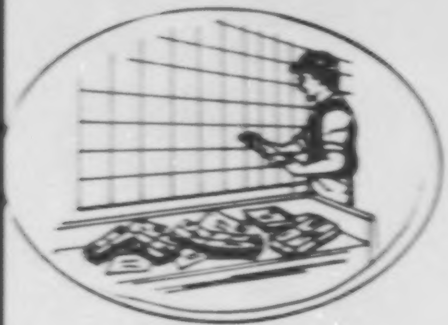
SHEET I

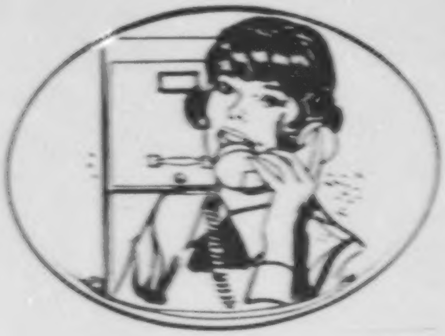
42038

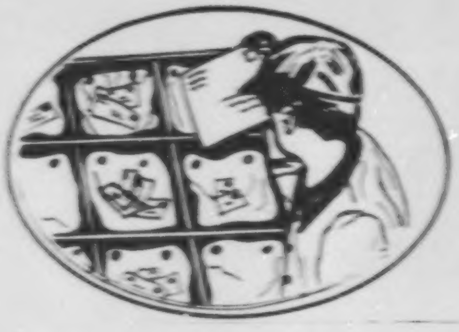


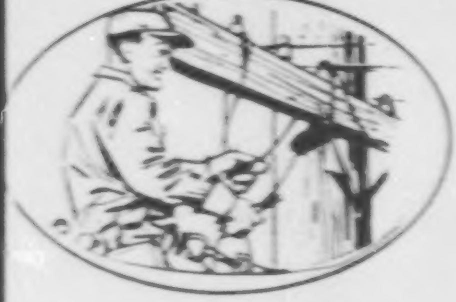


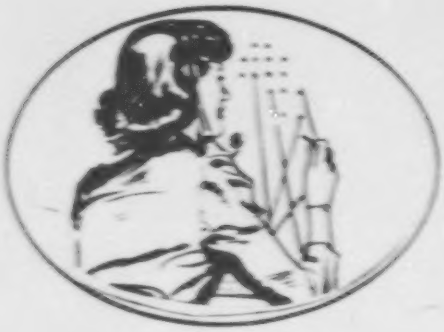


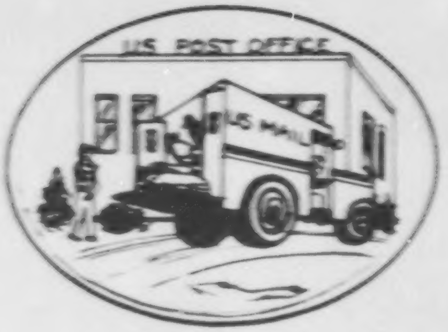


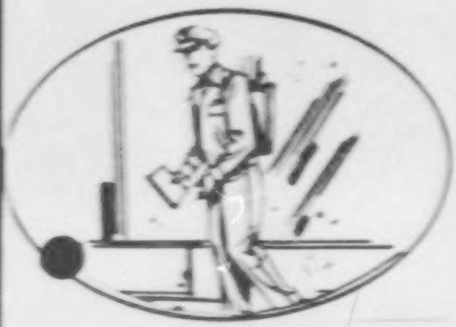


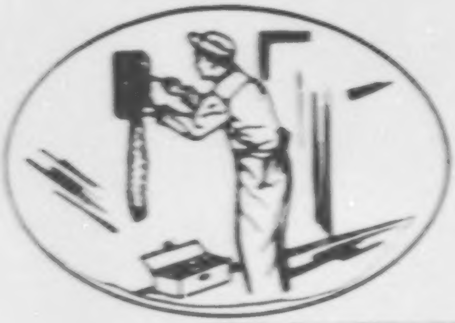


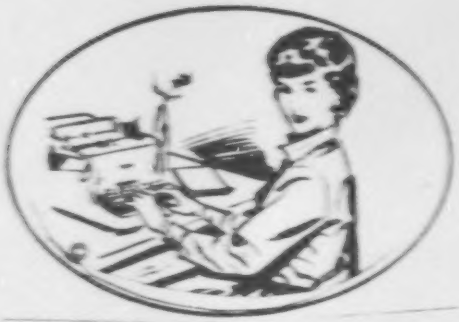





US POST OFFICE
US MAIL







CAREER GENERALIZATION:

Specialization results in interactions and interdependencies among workers.

CAREER OBJECTIVE:

The student will analyze the interdependent roles and interrelationships in given specialized work settings.

PERFORMANCE OBJECTIVE:

After listening to Brown Bear, Brown Bear, the children will participate in transposing the story to a specialized work situation. The transposition will show 80 percent accuracy.

MATERIALS:

*Example of transposition of Brown Bear, Brown Bear
Book: Brown Bear, Brown Bear by Bill Martin
Drawing paper
Crayons

PREPARATION:

Gather children in a circle. Read Martin's Brown Bear, Brown Bear to the children.

PROCEDURE:

With the children, transpose the Brown Bear Story to a given specialized work situation. For example, (a hospital situation): where a child broke his arm. Teacher may start the story: "Mother, Mother, what do you see? I see a broken arm looking at me."

"Broken arm, Broken Arm, what do you see? I see an x-ray man looking at me."

Each child adds until all hospital workers they can think of are named.

Perhaps it could be ended with the doctor looking at a healed arm: "Doctor, Doctor, what do you see? I see a strong arm looking at me."

After the transposition, have each child draw a picture illustrating a scene in the transposition. You can write the captions on their pictures. Then have the children put the pictures in sequence.

EVALUATION:

Ask:
Did we name all the hospital workers that were needed?

EVALUATION: (cont.)

Did we omit a worker? What might have happened if one of the workers hadn't been there to help the boy?

EXAMPLE OF TRANSPOSITION OF BROWN BEAR, BROWN BEAR

Mother, Mother, what do you see?
I see a broken leg looking at me.

Broken Leg, Broken Leg, what do you see?
I see an ambulance looking at me.

Ambulance, Ambulance, what do you see?
I see a para-medic looking at me.

Para-medic, Para-medic, what do you see?
I see an emergency room looking at me.

Emergency room, Emergency room, what do you see?
I see a receptionist looking at me.

Receptionist, Receptionist, what do you see?
I see a nurse looking at me.

Nurse, Nurse, what do you see?
I see an intern looking at me.

Intern, Intern, what do you see?
I see an x-ray man looking at me.

X-ray man, X-ray man, what do you see?
I see a doctor looking at me.

Doctor, Doctor, what do you see?
I see a strong leg looking at me.

FOLLOW-UP ACTIVITIES

Children make their pictures into a book to be read.

CAREER GENERALIZATION:

Specialization results in interactions and interdependencies among workers.

CAREER OBJECTIVES:

The student will evaluate the degree of specialization best suited to himself/herself and or a specific work setting.

The student will evaluate the effects of specialized roles on a whole product, process, or interaction.

PERFORMANCE OBJECTIVE:

Given cookies, icing, and candy decoratives, students will ice and decorate jack-O-lantern cookies; 1st in an assembly production line setting and 2nd in an individual production line setting.

MATERIALS:

Cookies - flat, medium sized
Powdered Sugar Icing - colored orange
Black jelly beans, gum drops and licorice
Plastic knife and spoon
Meat trays - small and clean
OR, orange and black construction paper, scissors, paste

PREPARATION:

Obtain all of the listed materials. Prepare to start the activity on one day and continue on the next.
This activity is designed for six students in a Learning Center.

PROCEDURE:

Day 1. Assign each student a specialized role in the production of the jack-o-lantern cookies. Have the students decorate several cookies in this manner.

Student #1 will place icing on cookie, with spoon
Student #2 will spread icing on cookie, with knife
Student #3 will put on one gum drop eye
Student #4 will put on other gum drop eye
Student #5 will put on jelly bean nose
Student #6 will put on licorice mouth

PROCEDURE: (cont.)

Day 2.

Give each student a cookie and allow him/her to completely decorate it himself, following the same design pattern as used on Day 1.

EVALUATION:

After students have participated in both kinds of production, ask:
Which production line did you enjoy the most, the individual production line or the assembly production line? Why?
Which way seemed the fastest way to produce the most cookies?

CAREER GENERALIZATION:

Different occupations require different abilities, skills and interests.

CAREER OBJECTIVE:

The student will identify some universal abilities, skills, and interests required for engaging in successful work activities.

PERFORMANCE OBJECTIVE:

The student will select the six personal attributes required for successful work from among twelve cards describing personal attributes.

MATERIALS:

*Rules for playing Interview
*Playing cards - one employer card and twelve applicant cards

PREPARATION:

Read the game rules.
The Interview game is designed for one child or a group of three, of four or of five children. Place the materials in a learning center.

PROCEDURE:

Explain the activity rules, goals and method of evaluation to the students. Allow them to play the game as long as desired.

EVALUATION:

The teacher may listen to the group interaction as students in the Employer role defend their decisions, or the children may record their conversation for later teacher evaluation.

The criteria for successful performance are:

1. Accurate descriptive phrases
2. Logical reasoning
3. Correct speech

RULES FOR PLAYING INTERVIEW

One Player

When only one player plays Interview, he should assume the role of Employer and sort the Applicant quality cards accoridng to Desirable or Undersirable qualities.

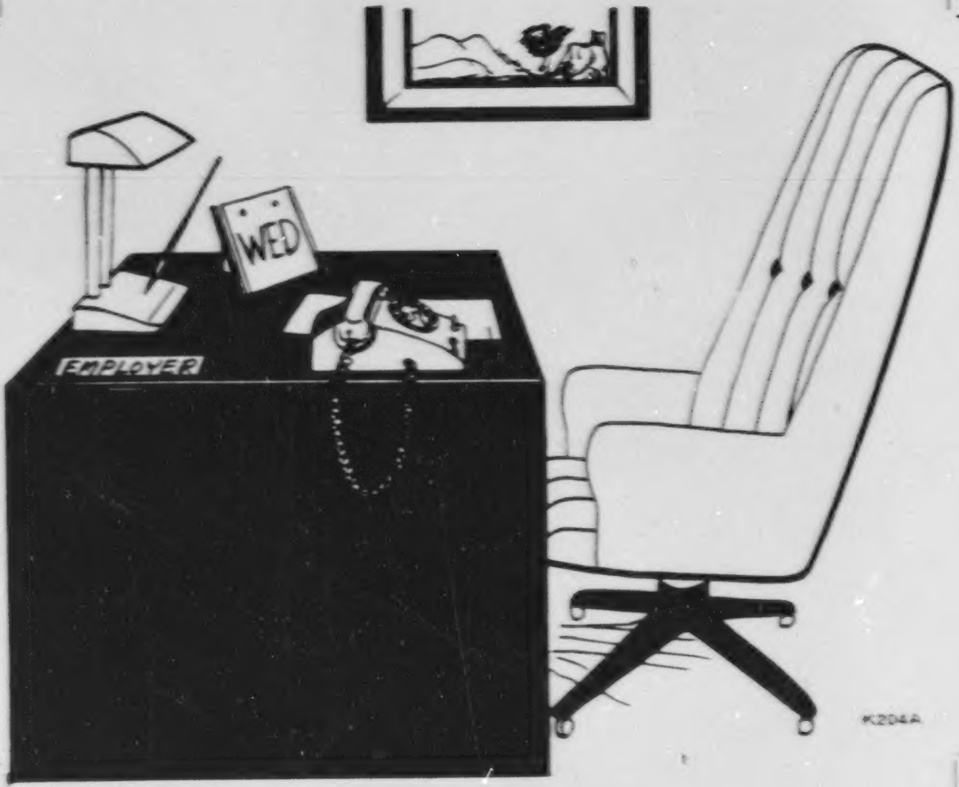
For three, four or five players

One child is chosen Employer. The remaining children divide the Applicant cards evenly among them in a random fashion.

The Applicants take turns telling the Employer about their personal qualities as pictured on their cards. Each will leave his card (resume) face up on the table to be considered by the Employer.

The Employer must then decide which applicant has the most desirable qualities as an employee and defend his decision for wishing to hire that person.

Players may play as many times desired, each time shifting the role of Employer to another player.


WED
EMPLOYER
K204A

CAREER GENERLIZATION:

Different occupations require different abilities, skills, and interests.

CAREER OBJECTIVE:

The student will identify specific abilities, skills, and interests required for engaging in successful work activites.

PERFORMANCE OBJECTIVE:

While playing a game, the student will name one skill required for a specific occupation, act out the nature of a specific worker's work, or describe the interdependent nature of a specific worker's work.

MATERIALS:

*Directions for action game, JOB

*

action board with spinner

*Gamecards:

Twenty worker cards

Gamepiece for each player (buttons of different shapes or small pieces of paper with child's name).

PREPARATION:

Gather materials indicated. Place materials in a learning center. Read games directions.

PROCEDURE:

Shuffle worker cards and place face down on card stack of game board. Following instructions for the game, play with the students until they understand the rules.

EAVALUATION:

Teach will evaluate students by observation as they play the game.

DIRECTIONS FOR ACTION GAME JOB

JOB may be played by 2 - 5 players

1. Order of turns should be determined before playing.

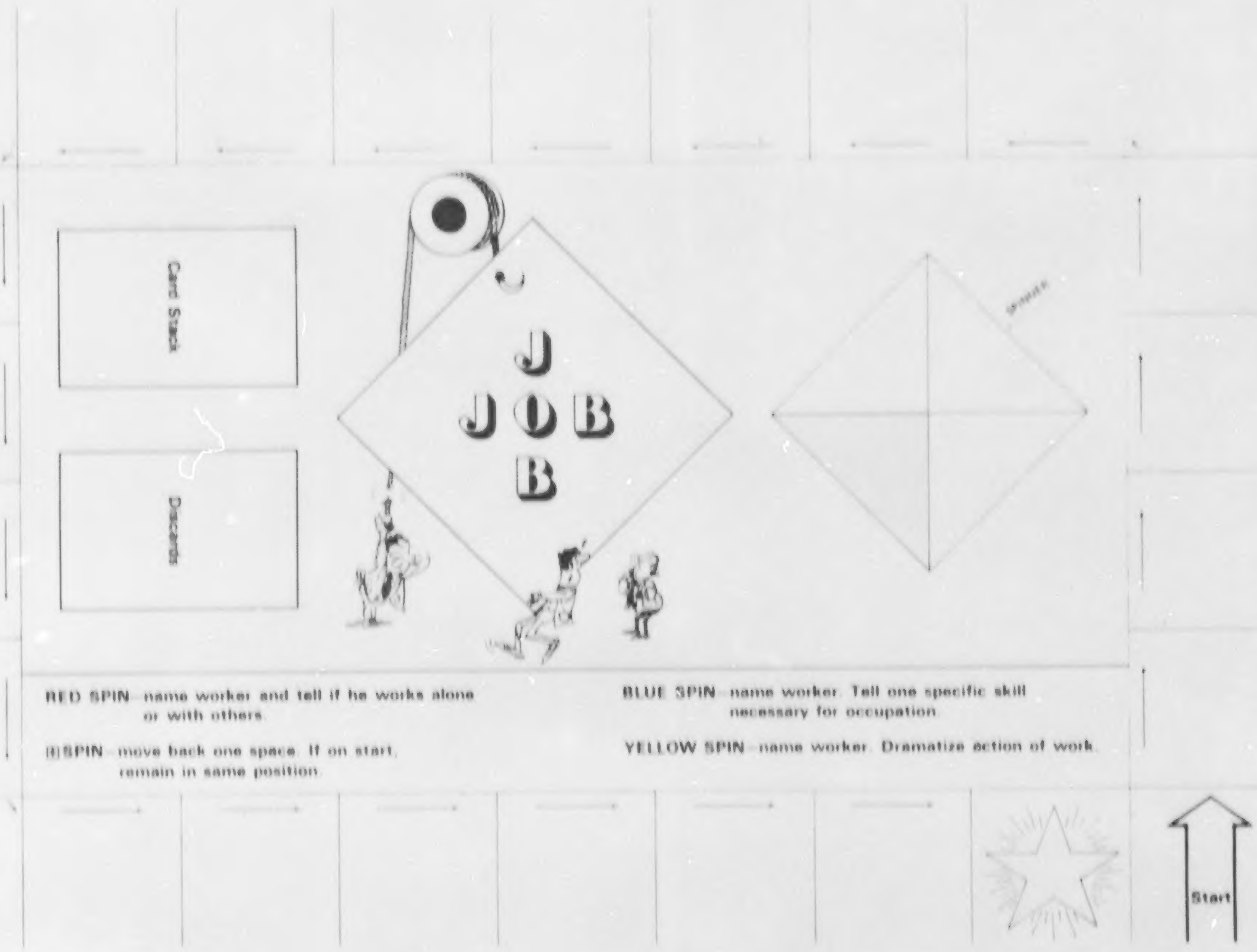
2. Each player will place his gamepiece on the start position of the game board.

3. At each player's turn, the player will spin the spinner, then move his gamepiece forward to the square matching the color the spinner landed on.

   --If the player spins a checkered space, he will move back one square. If he is on start, he will remain in the same position. A checkered spin does not entitle the player to turn up a card.
   --If the player spins a yellow space, he will turn up a card from the card stack, name the worker pictured and dramatize the work that worker does.
   --If the player spins a red space, he will turn up a card from the card stack, name the worker pictured and tell if he works with other people or alone.
   --If the player spins a blue space, he will turn up a card from the card stack, name the worker pictured and tell one specific skill necessary for that occupation.

4. If a player is unable to identify a worker or follow his directions, he must return his gamepiece to Start.

5. The player who reaches WIN first is the winner.


Card Stack
Discards
J
J O B
B
Spinner
Start

RED SPIN—name worker and tell if he works alone or with others.

B SPIN—move back one space. If on start, remain in same position.

BLUE SPIN—name worker. Tell one specific skill necessary for occupation.

YELLOW SPIN—name worker. Dramatize action of work.

CAREER GENERALIZATION:

Different occupations require different abilities, skills, and interests.

CAREER OBJECTIVES:

The student will compare the abilities, skills, and interests required for the different occupations.

PERFORMANCE OBJECTIVE:

The student will work each school helper acrostic puzzle with 100 per cent accuracy.

MATERIALS:

*School helper acrostic puzzle sheets - 3
*School helper puzzle keys
Pencils

PREPARATION:

Reproduce as many puzzle sheets as needed. Laminate the answer keys if desired. Explain and demonstrate the concepts of across, down, and slanting on the chalkboard. Review with the students the work roles and tools of the following workers: custodian, secretary and nurse.

PROCEDURE:

Place the sheets in a learning center. Students will find words in the puzzle and circle them, as directed, then place a check beside each word on the list. Students may check their work with the teacher or by using the answer key.

EVALUATION:

The student should be able to complete the sheets with 100 percent accuracy. Informally question the students who have completed the puzzles.

ENRICHMENT OR EXPANSION:

The pupil may use the same format provided to construct an acrostic along his own career interests.

K204B

SCHOOL HELPERS

CIRCLE THE WORDS. Check them off on the list as you find them.

MY NAME____________________

C B R A D B Y R N L Q T U X M R C U S T O D I A N

W O M Q B R A S O D U S T E D E V O J W M U R H X

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A J W L N Z B N H O Y M B N L G X U P B O P C H F

CUSTODIAN

Likes to:

- REPAIR
- CLEAN
- SWEEP
- DUST

Must be:

- STRONG
- CHEERY
- HANDY
- NEAT

Works with:

- BROOM
- MOP
- WRENCH
- PLIERS

SCHOOL HELPERS PUZZLE KEY

CUSTODIAN

Across

Custodian

Repair

Dust

Handy

Strong

Wrench

Mop

Down

Broom

Cheery

Pliers

Slanting

Clean

Sweep

Neat

K204B

SCHOOL HELPERS

CIRCLE THE WORDS. Check them off on the list as you find them.

MY NAME ______________

```
B K A H W E J A R Y M W A S E C R E T A R Y M Q A
L H K E G D O C S I P E N C I L V U A T D F R Z U
O I U L A H L R U Q R S V R U T R A F I L E R G C
A H I P F P N W T U P J N T G K E O M B S J U K E
I K H C J H E J C I A M O N E Y C T P C R A S F D
T F L N E A T N G C H E E R Y L O M H B M R D K O
W Q O K W I E W C K D O R I J R R W O Q R A U G B
Q N M P T Y P E E I F U N L P S D G N S X F I D I
U G E C O R R E C T L J Z S W O S W E M A Y O L B
O S V Y Z A X P D Q R O A N T B X J A T Z K W R K
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Secretary

Likes to:

- TYPE
- FILE
- PHONE
- HELP

Must be:

- NEAT
- QUICK
- CORRECT
- CHEERY

Works with:

- MAIL
- RECORDS
- MONEY
- PENCIL

SCHOOL HELPERS PUZZLE KEY

SECRETARY

Across

Secretary

Money

File

Correct

Neat

Type

Cheery

Down

Help

Quick

Records

Phone

Slanting

Pencil

Mail

K2048

SCHOOL HELPERS

CIRCLE THE WORDS. Check them off on the list as you find them.

MY NAME________________________

S O O R N D A C M B R L T W O X K N U R S E H D F

S W G O L M E Z P A H H E L P R S C T F V E Y I J

O J I A F C W Y T H E R M O M E T E R C J N O W T

G A C C U D L O T V A O R W H K R H K C X S R R L

K R E R H Z N E L I L P L P O E L J R H I L A I U

U B F F F G E C A V T C E Q U P A A T E A C H K S

Q R A V I X A R M N H N X U E W J L C E E Z I D E

V H C B A N D A G E Y I J I D R U B N R T N J U L

I N K S C I S S O R S O Y C O L W X I Y H Z O S O

R S K T R J W U V T Z H O K U B Q U A S Y M K Z O

NURSE

Likes to:

- BANDAGE
- HEAL
- HELP
- TEACH

Must Be:

- CLEAN
- HEALTHY
- CHEERY
- QUICK

Works with:

- THERMOMETER
- ICE PACK
- SCISSORS
- GAUZE

SCHOOL HELPERS PUZZLE KEY

NURSE

Across

Nurse

Thermometer

Bandage

Scissors

Help

Teach

Down

Healthy

Cheery

Quick

Ice Pack

Slanting

Gauze

Clean

Heal

Language Arts: Matching (readiness), visual perception,
visual discrimination, eye-hand coordination,
vocabulary and sentence building.
Health and Science: Temperature

CAREER GENERALIZATION:

Career development is a life-long process.

CAREER OBJECTIVE:

The student will compare and contrast determinants as they affect individuals in their career development.

PERFORMANCE OBJECTIVE:

Given an individual sheet with thermometers (from stencil) and with the picture-sentence cards, the student will color red by 10 degrees as he matches sentences with the teacher's chart and finds those which apply to him. This he will do with 80% accuracy. After classroom sessions, the student(s), in interest centers, will use laminated thermometer cards of eight thermometers, read sentences, and color as many degrees upward (by 10 degrees) as each sentence fits him. He will do this with 90% accuracy.

MATERIALS:

*Duplicating masters of the changing temperature section sheets (8)
*Duplicating master of thermometer cards (page 1 and 2)
*One large arrow for use on pupil's record

PREPARATION:

It is recommended that the teacher prepare all (8) sections for each student in advance. However it should be noted that only one section per day will be used with the children.

1. Duplicate enough copies of the changing temperatures section sheets and the thermometer cards for each student and yourself.
2. Using your copies of section one through eight, make a large chart for your use with the entire class. To make the chart, attach the eight sections to a large piece of poster board. Sections one through four combine to make the top half of the chart while sections five through eight make the bottom half.
3. Compile student materials:
    a. Cut sentence strips apart for each section.
    b. Put sentence strips and one thermometer in an envelope for the student--each student will have eight envelopes--one for each section of the changing temperature chart. Label each envelope as to its section.
    c. Cut one thermometer card (8 thermometers with labels) and give one thermometer each day to each student.
4. Prepare the arrow as indicated.

PROCEDURE:

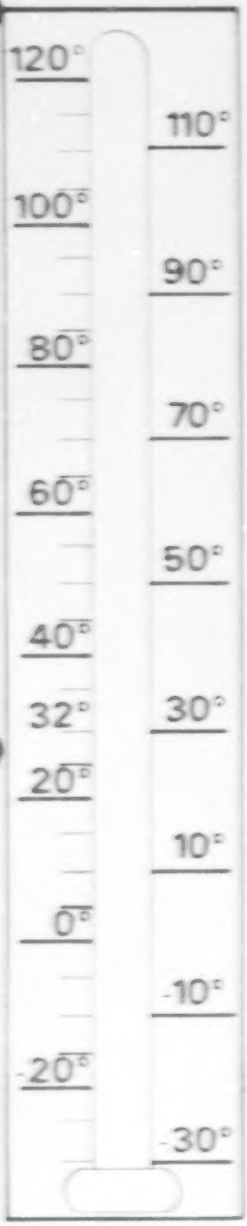
Place the changing temperature chart where it can be easily seen by the entire class. It is recommended that one section of the changing temperature chart be introduced at a session. Perhaps completing one section per day for eight days. Have the students remove the sentence strips and the thermometer from envelope for section one.

As you read the first sentence for section one of the changing temperature chart. Have the student locate that sentence in his sentence strips. If the student agrees with the statement, the sentence strips should be placed opposite the bubble on the bottom of the thermometer. The student would then color the bubble red. Read sentence two. If the student agrees with the statement, have him place his sentence strips opposite the -30° mark on his thermometer and color upward on the thermometer to the -30°. Read the remaining sentences in succession and have the student locate the matching sentence strips. If he agrees with the statement, he should color upward on his thermometer. If he disagrees, he does not color his thermometer.

After reading all the sentences with the students and comparing the degrees for each sentence with your arrow, the students will have colored their thermometers to varying degrees. Using the thermometer card sheet, have the students color the thermometer for the section just completed. This will provide the student with a complete record of the self analysis conducted in each section. You may choose to use this page of thermometers instead of the thermometer provided with the changing temperature chart sentence strips.

EVALUATION:

At the end of the year, the teacher could duplicate individual thermometer pages, direct the students to use their envelopes 1, 2, 3, 4, 5, 6, 7, 8, and recolor to see if they can read independently and read more, color higher and more accurately inside lines, and understand themselves better. For non-readers, the teacher could have "readers" help them. If the teacher saved the first class papers, comparison could be made with the end of school papers.



Pupils color upwards on the thermometer by 10 degrees if it applies to them.

SECTION 1

16. We have a set of encyclopedias.

15. We have a typewriter.

14. We have a piano.

13. We have magazines.

12. We have wall pictures.

11. We have a car.

10. We have box games.

9. We have a newspaper.

8. We have a radio.

7. We have a T.V.

6. I have books.

5. I have toys.

4. I have (a) parent(s).

3. I have clothing.

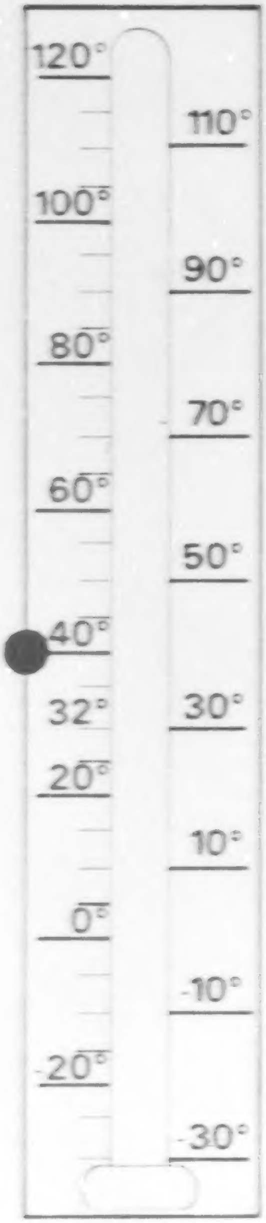
2. I have a home.

1. I have food.

(1) TEACHER READ SENTENCES – Start with (1)

(2) TEACHER SAYS "Each of you try to find this sentence."

CHANGING



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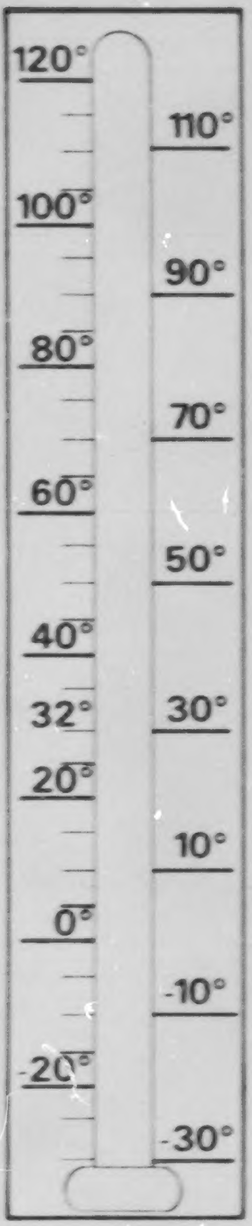
SECTION 2

16. I can sew.
15. I can spell.
14. I can do math.
13. I can write.
12. I can read.
11. I can buy candy.
10. I can dress myself.
9. I can tie my shoestring.
8. I can run.
7. I can swim.
6. I can paint.
5. I can hear.
4. I can smile.
3. I can walk.
2. I can talk.
1. I can see.

TEMPERATURES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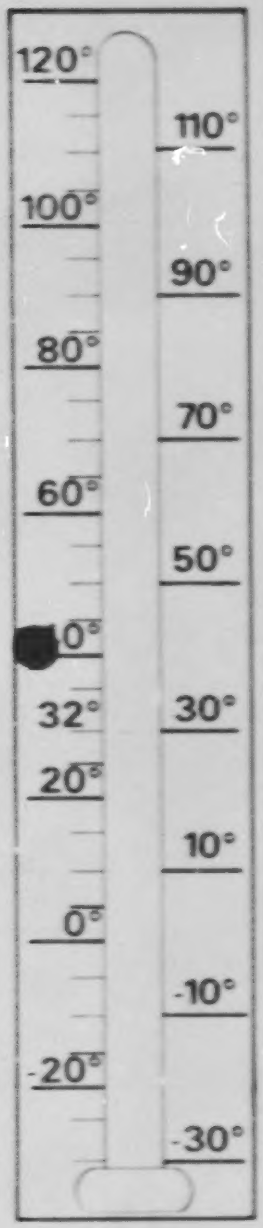
SECTION 3
16. I like to work on cars.
15. I like to raise plants.
14. I like to sew.
13. I like to cook.
12. I like to study science.
11. I like to help others.
10. I like to do math.
9. I like to care for pets.
8. I like to cut and paste.
7. I like to write.
6. I like to travel.
5. I like to build.
4. I like to paint.
3. I like to sing.
2. I like to play.
1. I like to eat.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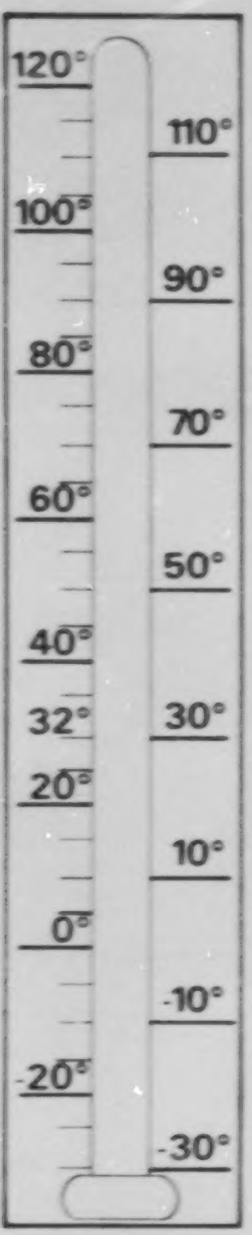
the future:

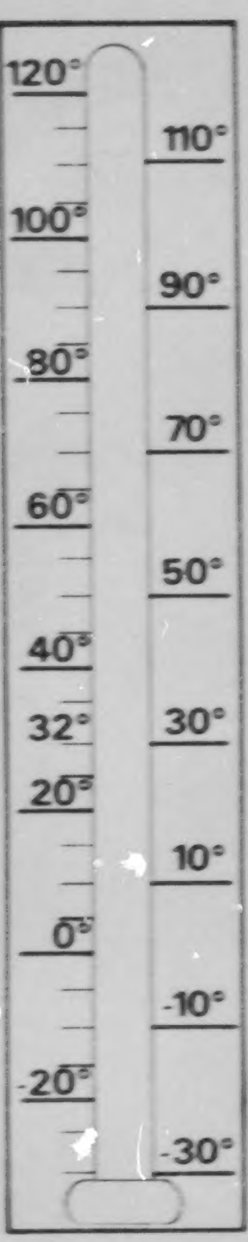
SECTION 4

17. I want a car shop.
16. I want a beauty shop.
15. I want a swimming pool.
14. I want a typewriter.
13. I want musical instruments.
12. I want a store.
11. I want a farm.
10. I want art things.
9. I want lots of money.
8. I want a boat.
7. I want a car.
6. I want to travel.
5. I want a family.
4. I want a job.
3. I want a college education.
2. I want a high school education.
1. I want a house.



SECTION 5

16. My community has a courthouse.
15. My community has a postoffice.
14. My community has a lumber yard.
13. My community has a railroad.
12. My community has an airport.
11. My community has a police station.
10. My community has an art museum.
9. My community has a zoo.
8. My community has a library.
7. My community has a hospital.
6. My community has a fire station.
5. My community has (a) school(s).
4. My community has a park.
3. My community has churches.
2. My community has stores.
1. My community has houses.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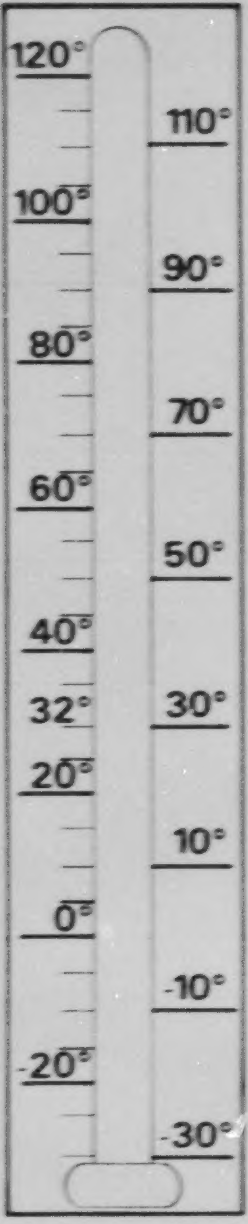
SECTION 6

16. I am responsible.
15. I am thrifty.
14. I am clean .
13. I am unselfish.
12. I am courteous.
11. I am considerate.
10. I am a good listener.
9. I am cooperative.
8. I am ambitious.
7. I am busy.
6. I am helpful.
5. I am truthful.
4. I am reliable.
3. I am kind.
2. I am happy.
1. I am friendly.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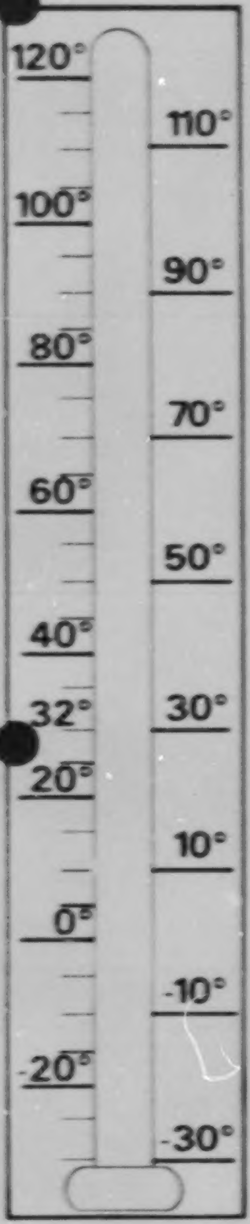
SECTION 7

16. I'm scientific.
15. I'm mathematical.
14. I'm mechanically minded.
13. I'm athletic.
12. I'm good-looking.
11. I'm a good story writer.
10. I'm artistic.
9. I'm musical.
8. I'm a good reader.
7. I'm a good student.
6. I'm able to speak well.
5. I'm a fast runner.
4. I'm strong.
3. I'm able to get along.
2. I'm a good friend.
1. I'm healthy.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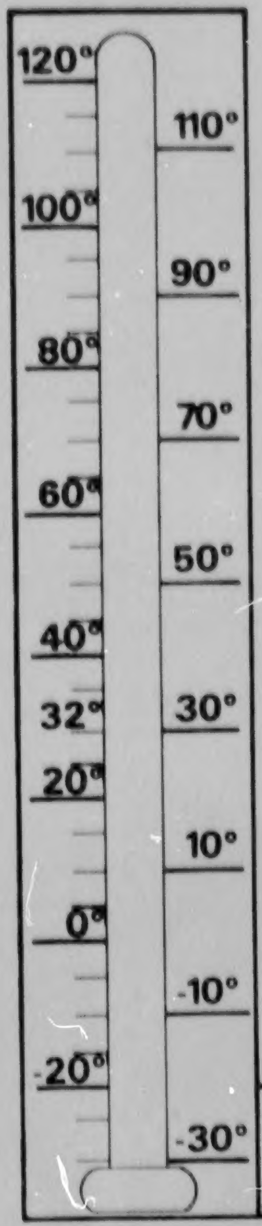
SECTION 8

18. I may be a scientist.
17. I may be a doctor.
16. I may be a musician.
15. I may be an artist.
14. I may be a pilot.
13. I may be a lawyer.
12. I may be an accountant.
11. I may be a story writer.
10. I may be an athlete.
9. I may be a teacher.
8. I may be a postman.
7. I may be a policeman.
6. I may be a farmer.
5. I may be a waitress.
4. I may be a mechanic.
3. I may be a secretary.
2. I may be a nurse.
1. I may be a homemaker.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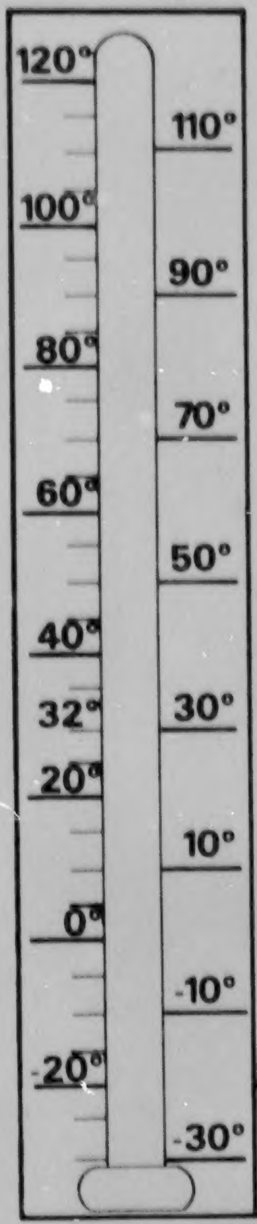
5

My community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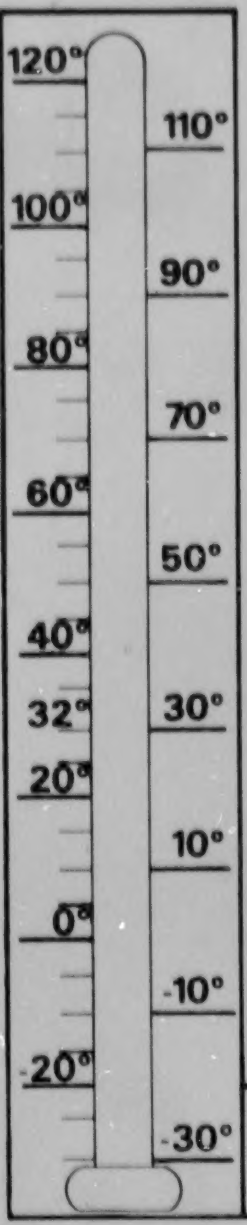
My best habits and attitudes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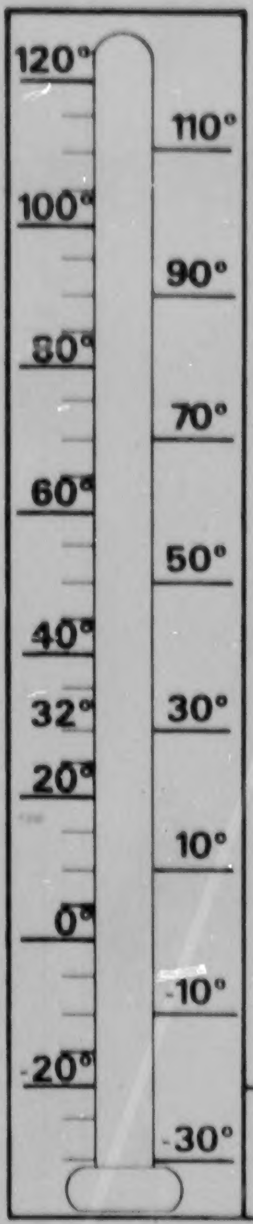
My best points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8

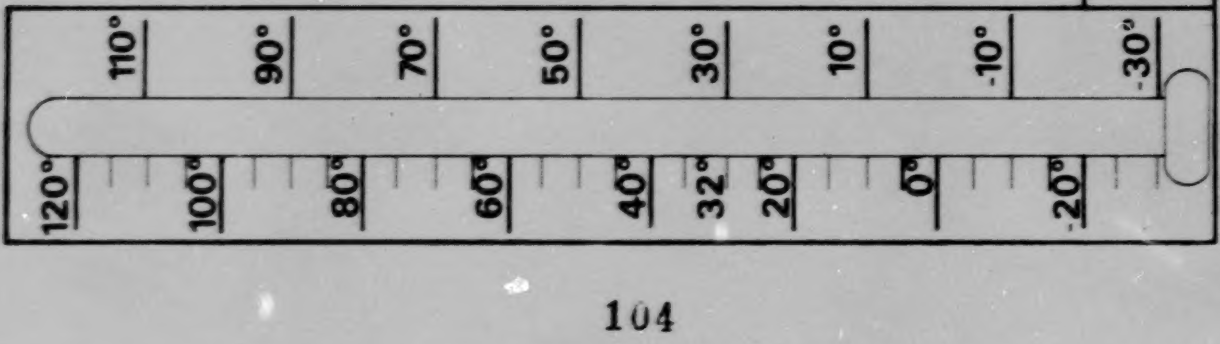
I may be

THERMOMETER CARD

K204B

GAME: Changing Temperatures

1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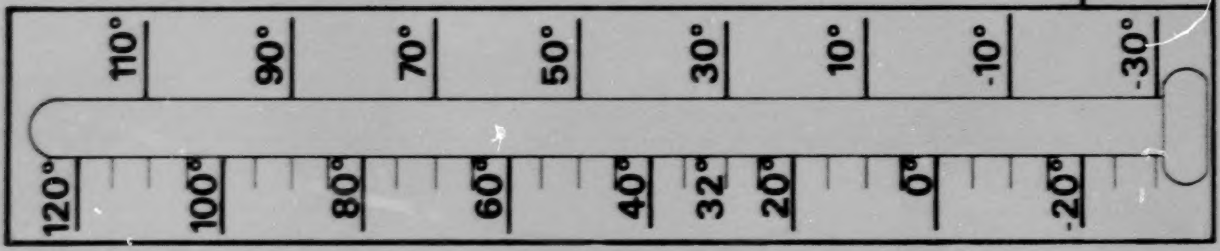
Things at home

2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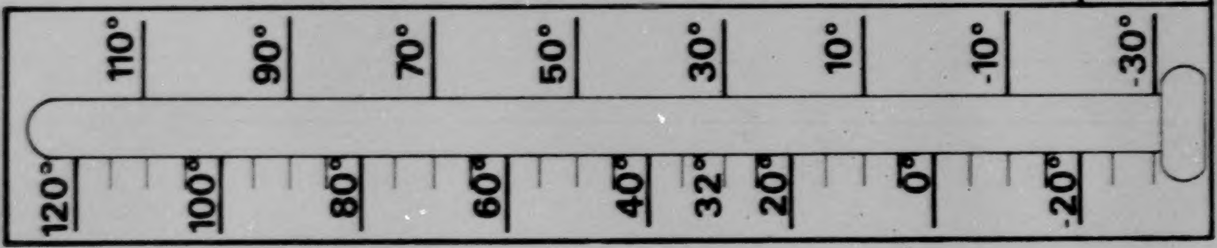
Things I can do

3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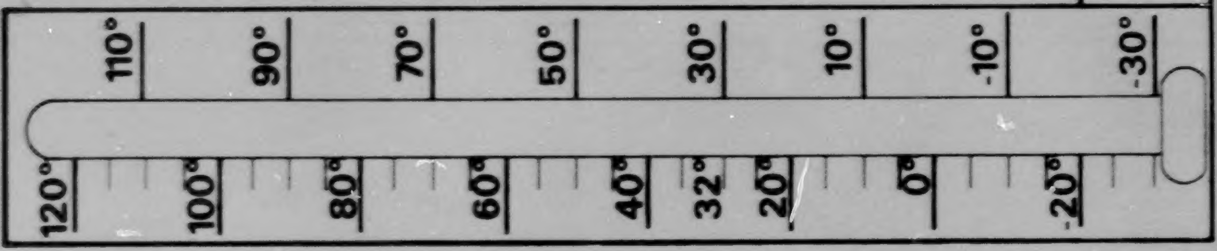
Things I like

4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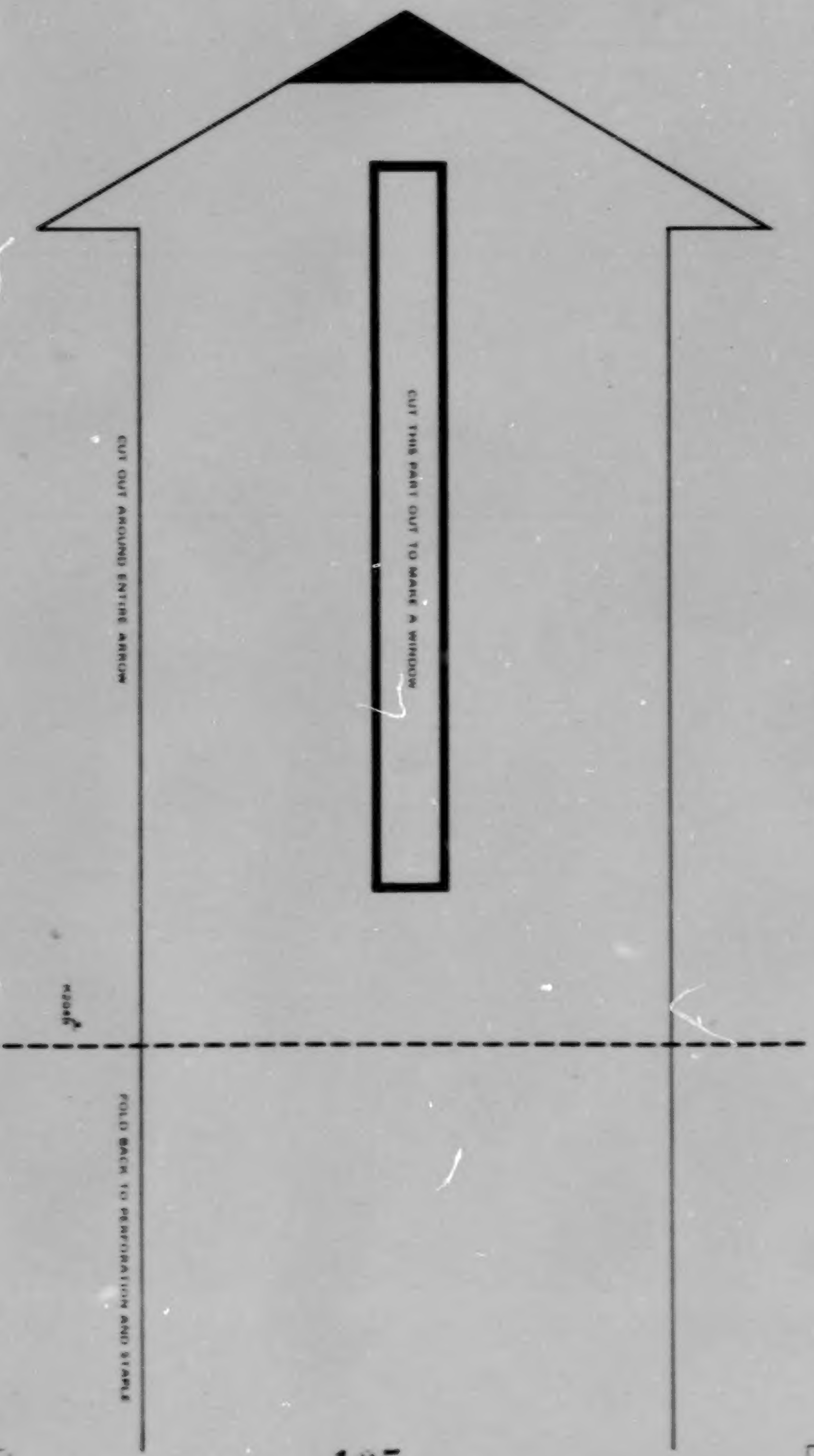
In the future I want



CUT OUT AROUND ENTIRE ARROW

CUT THIS PART OUT TO MAKE A WINDOW

FOLD BACK TO PERFORATION AND STAPLE

CAREER GENERALIZATION:

Different occupations require different abilites, skill, and interests.

CAREER OBJECTIVE:

The student will analyze the work of different occupations and infer the different abilities, skills, and interests required for successful performance in those occupations.

PERFORMANCE OBJECTIVE:

The student will match cards picturing a worker at work with appropriate sentence starter cards with 100 percent accuracy.

MATERIALS:

*Occupation Circles - 3
*Abilities, Skills, Interests Squares - 9
*Abilities, Skills, Interests Triangles - 9
* Illustration of completed mobile
Clothes Hangers -3
Yarn
Paper Punch

PREPARATION:

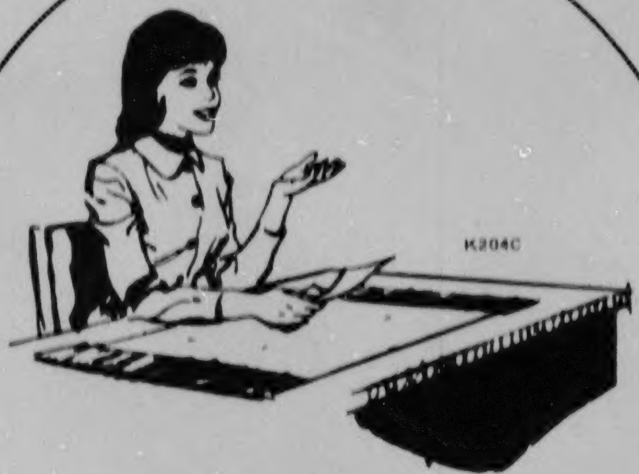
Cut out the pieces to be used on the mobiles. Punch holes in the square and triangle cards where indicated on the illustration. Collect all listed materials.
The "Mobile" Activity is designed for use in a Learning Center, for one to three students.

PROCEDURE:

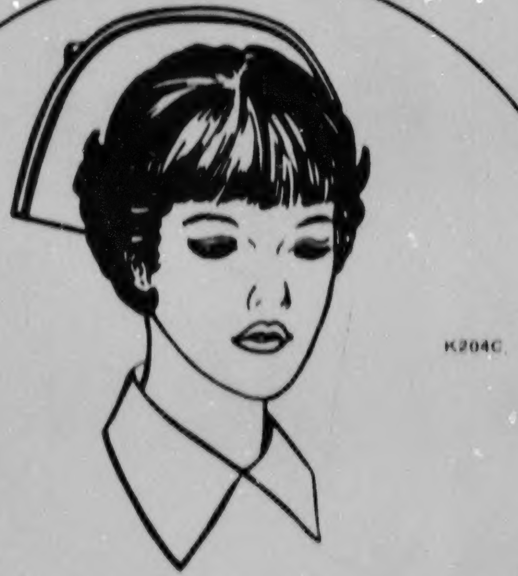
Teacher will attach matching circle and squares to each clothes hanger as indicated in the illustration. Students will select appropriate triangles for each mobile and use yarn to join the triangles to the squares.

EVALUATION:

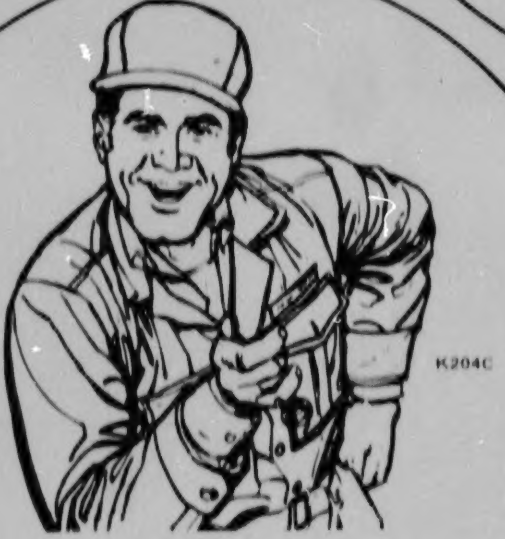
Teacher will observe for correct matching of cards as students help assemble the mobiles.



Secretary



Nurse



Custodian

SECRETARY
LIKES TO

K204C

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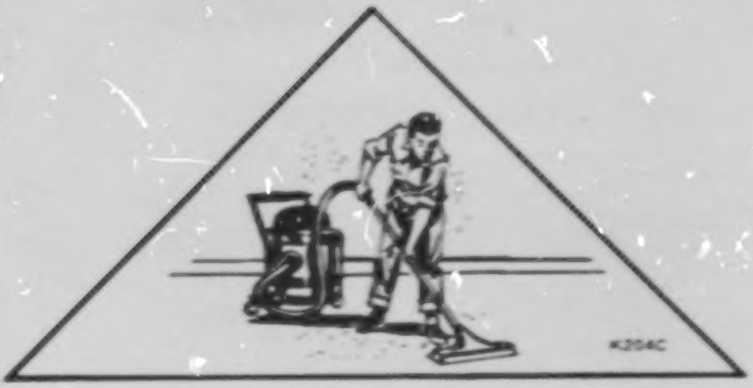

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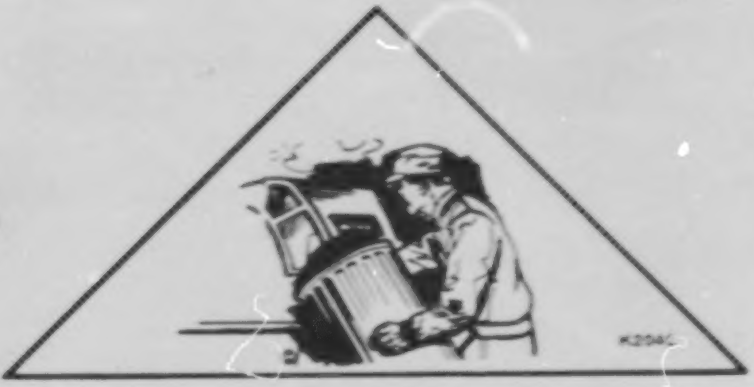

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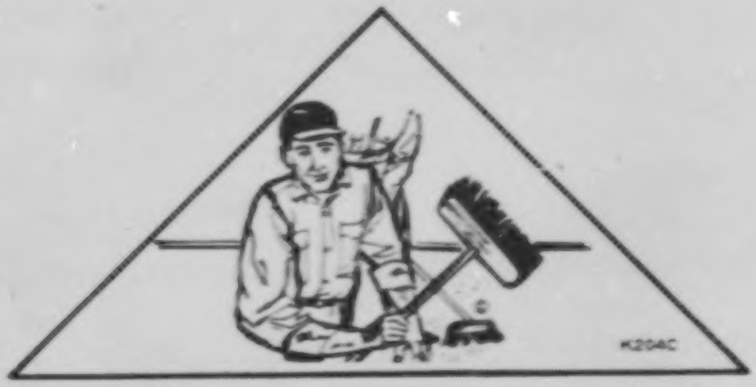

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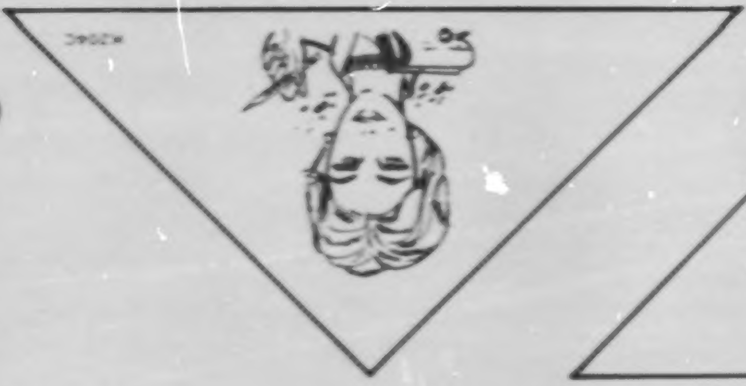
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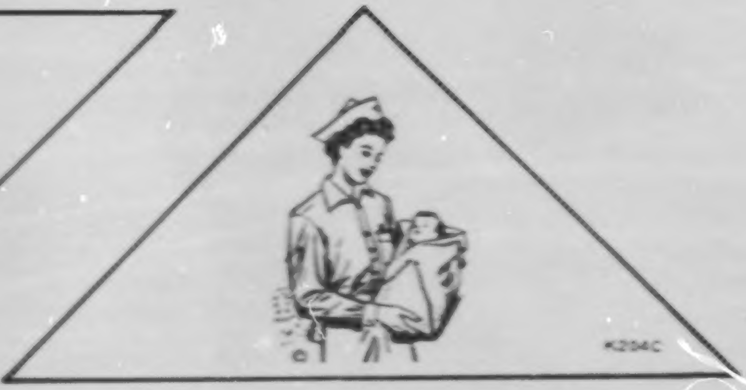
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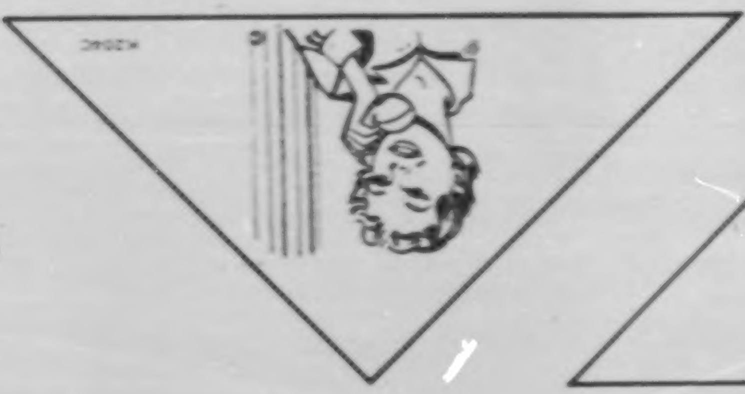
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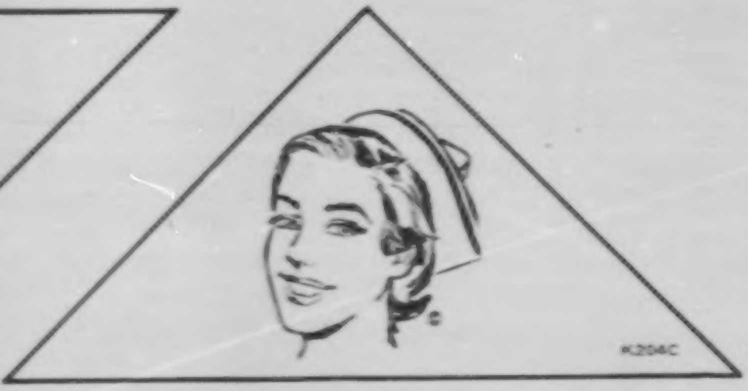
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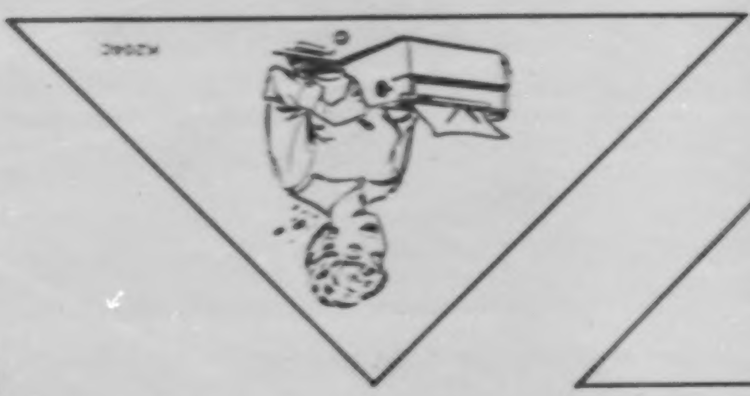
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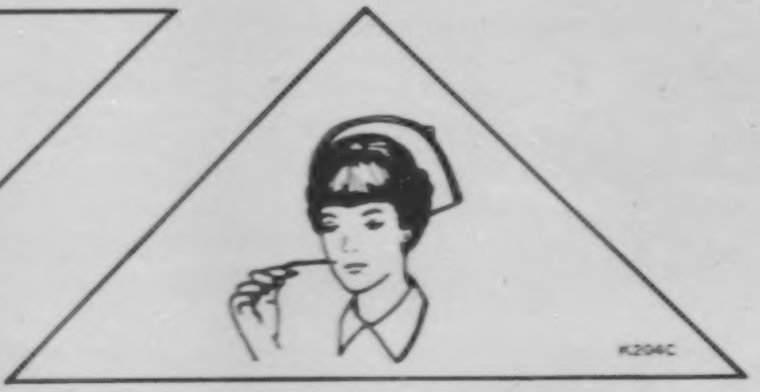
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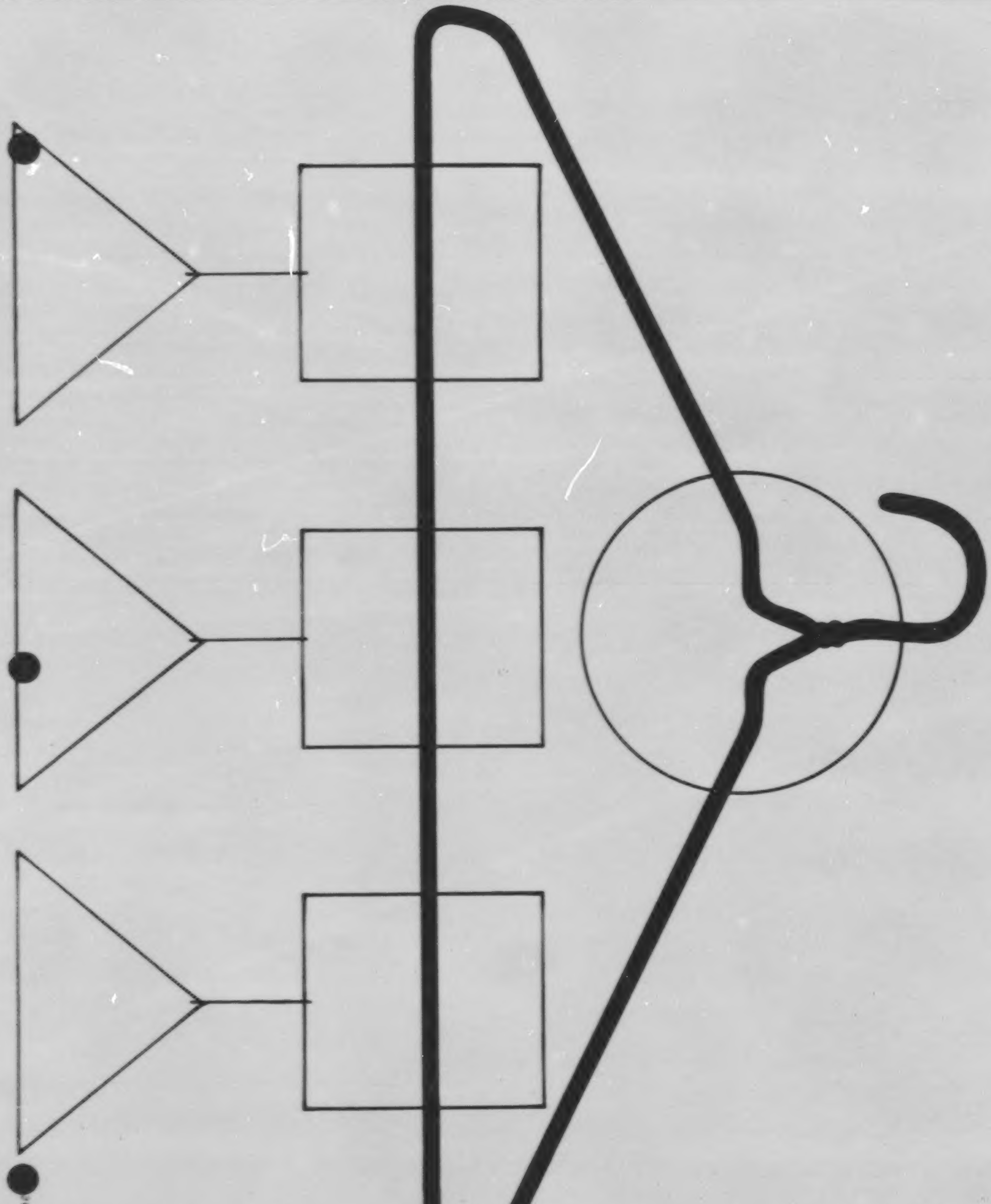


CAREER GENERALIZATION:

Different occupations require different abilities, skills, and interests.

CAREER OBJECTIVES:

The student will evaluate his/her own abilities, skills, and interests in relation to different occupation opportunities.

PERFORMANCE OBJECTIVE:

Given their acrostic sheets the student will construct an acrostic for one school one school helper and an acrostic for an occupation he is interested in.

MATERIALS:

*Vocabulary Chart
*Acrostic demonstration sheet
*School helper acrostic work sheets - 3
*Blank acrostic sheet
Pencils

PREPARATION:

Familiarize yourself with the method of acrostic construction (see carpenter example). Reproduce as many acrostic work sheets as needed. Laminate the vocabulary charts if desired.

PROCEDURE:

Demonstrate acrostic by writing solicited responses for "carpenter". Use chalkboard for the demonstration (need not be exactly like sample given).

Hang the Vocabulary Charts and review the words.

Place acrostic work sheets in a learning center. Instruct students to build their own acrostics, one for one of the school helpers (nurse, custodian, secretary), and one for an occupation the student is interested in. Work with each student to build the vocabulary for his selected worker. Instruct students to check work with teach.

EVALUATION:

The student should be able to construct the acrostics with 100 percent accuracy. Check the work and informally question each student about his own abilities, skills, and attitudes in relation to the three school helper occupations as well as the occupation for which he/she chose to design an original acrostic.

K204D

VOCABULARY CHART

1. SECRETARY	1. CUSTODIAN	1. NURSE
Must Be:	Works With:	Works With:
2. NEAT	2. BROOM	2. ICEPACK
3. QUICK	3. MOP	3. SCISSORS
4. CHEERY	4. WRENCH	4. GAUZE
5. CORRECT	5. PLIERS	5. THERMOMETER
Works With:	Must Be:	Likes To:
6. MAIL	6. STRONG	6. BANDAGE
7. RECORDS	7. CHEERY	7. HEAL
8. MONEY	8. HANDY	8. HELP
9. PENCIL	9. NEAT	9. TEACH
Likes To:	Likes To:	Must Be:
10. TYPE	10. DUST	10. CLEAN
11. FILE	11. SWEEP	11. HEALTHY
12. PHONE	12. REPAIR	12. CHEERY
13. HELP	13. CLEAN	13. QUICK

MY NAME____________________

ACROSTIC
DEMONSTRATION ONLY
(SUGGESTED)

K204D

													H					
													A					
													M					
						B	C						M					
						O	A		M			H	E					
					C	A	R	P	E	N	T	E	R				F	
					O	R	E		A		N	A	I	L	S		I	
					R	D	F		S			L			C	U	T	
					R	S	U		U			T			R			
					E		L		R			H			E			
					C				E			Y			W			
		N	E	A	T				S						S	A	W	

1. CARPENTER

Likes To:

2. SAW
3. FIT
4. MEASURE
5. CUT

Must Be:

6. NEAT
7. CAREFUL
8. HEALTHY
9. CORRECT

Works With:

10. HAMMER
11. NAILS
12. BOARDS
13. SCREWS

MY NAME________________

ACROSTIC

K204D

					C	U	S	T	O	D	I	A	N					

1. CUSTODIAN

Likes To:

2. DUST
3. SWEEP
4. REPAIR
5. CLEAN

Must Be:

6. STRONG
7. CHEERY
8. HANDY
9. NEAT

Works With:

10. BROOM
11. MOP
12. WRENCH
13. PLIERS

MY NAME________________

ACROSTIC

K204D

					N	U	R	S	E									

1. NURSE

LIKES TO:
2. BANDAGE
3. HEAL
4. HELP
5. TEACH

MUST BE:
6. CLEAN
7. HEALTHY
8. CHEERY
9. QUICK

WORKS WITH:
10. ICE PACK
11. SCISSORS
12. GAUZE
13. THERMOMETER

MY NAME________________ ACROSTIC K204D

					S	E	C	R	E	T	A	R	Y					

1. SECRETARY

LIKES TO:

2. TYPE
3. FILE
4. PHONE
5. HELP

MUST BE:

6. NEAT
7. QUICK
8. CHEERY
9. CORRECT

WORKS WITH:

10. MAIL
11. RECORDS
12. MONEY
13. PENCIL

MY NAME ____________________

ACROSTIC

MY OWN

K204D

1. ____________

LIKES TO:

2. ____________
3. ____________
4. ____________
5. ____________

MUST BE:

6. ____________
7. ____________
8. ____________
9. ____________

WORKS WITH:

10. ____________
11. ____________
12. ____________
13. ____________

MY NAME________________________

ACROSTIC

K204D

Language Arts : Conversing K205A
Art : Drawing, color combination, eye-hand coordination
Social Studies: Human relations--understanding differences in people

CAREER GENERALIZATION:

Career development is a life-long process.

CAREER OBJECTIVE:

The student will identify the determinants of career development.

PERFORMANCE OBJECTIVE:

Given materials and instructions, the student will make an "All About Me" book.

MATERIALS:

Paper
Crayons
Brightly colored construction paper

PREPARATION:

Place in a center or make available to all students the material listed above. They will be drawing pictures and decorating the cover to their books.

PROCEDURE:

Plan a lesson in which students talk about themselves focusing on their interests, the people they admire, and the activities in which they excel. After this discussion, instruct them to begin an "All About Me" book. They are to make the following titles on their pages:

1) Here is a picture of me.
2) This is a picture of my family.
3) This is a picture of my family working.
4) This is what I like to do at school.
5) This is my hobby.

It will probably take the children several days to finish their books. After they have finished, have them make covers for their books.

The teacher should help the children realize that what they are doing and what they are interested in now will help determine what jobs they will eventually hold.

EVALUATION:

The student will have a complete book that includes a picture and sentence for each topic.

CAREER GENERALIZATION:

Career development is a life-long process.

CAREER OBJECTIVE:

The student will analyze a career path in relation to its determinants.

PERFORMANCE OBJECTIVE:

Having heard specific occupational determinants, the students will orally help put the determinants in proper, logical order in an experience story with 100 percent accuracy. The teacher will act as recorder.

MATERIALS:

* Nurse picture
* Nurse development pictures
* Career development circle
Felt marker
Large lined primary tablet on chart stand

PREPARATION:

This activity--"This Is My Life"--is designed for group instruction. Reproduce a career development circle for each child in the group.

PROCEDURE:

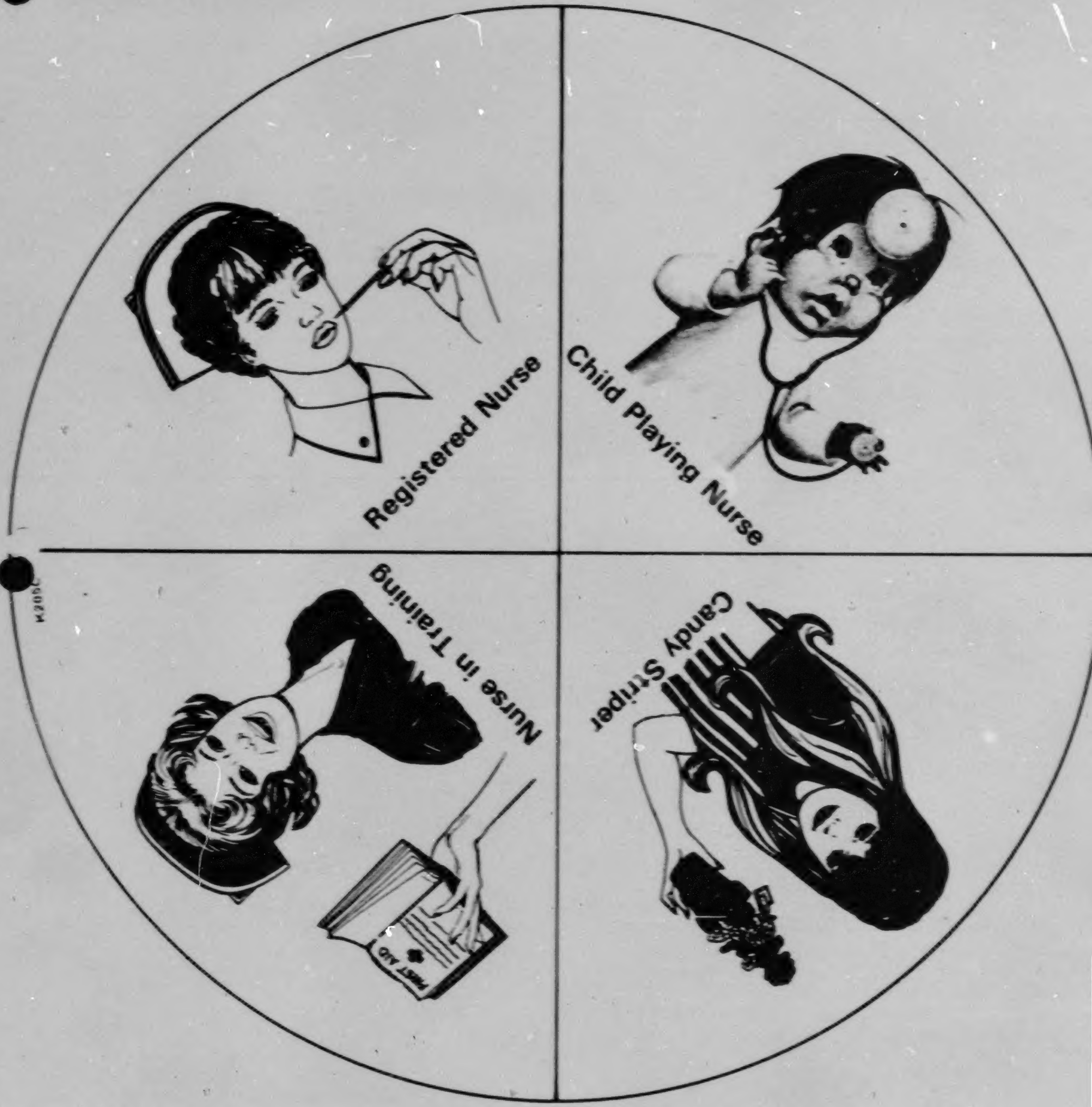
Paste the picture of the nurse on the first page of a large lined tablet and print THIS IS MY LIFE under it. Then, talk with the students about how career development is a life-long process. Write an experience story in the first person with a nurse telling about his or her life from small child to adult and bringing out the facts he or she -

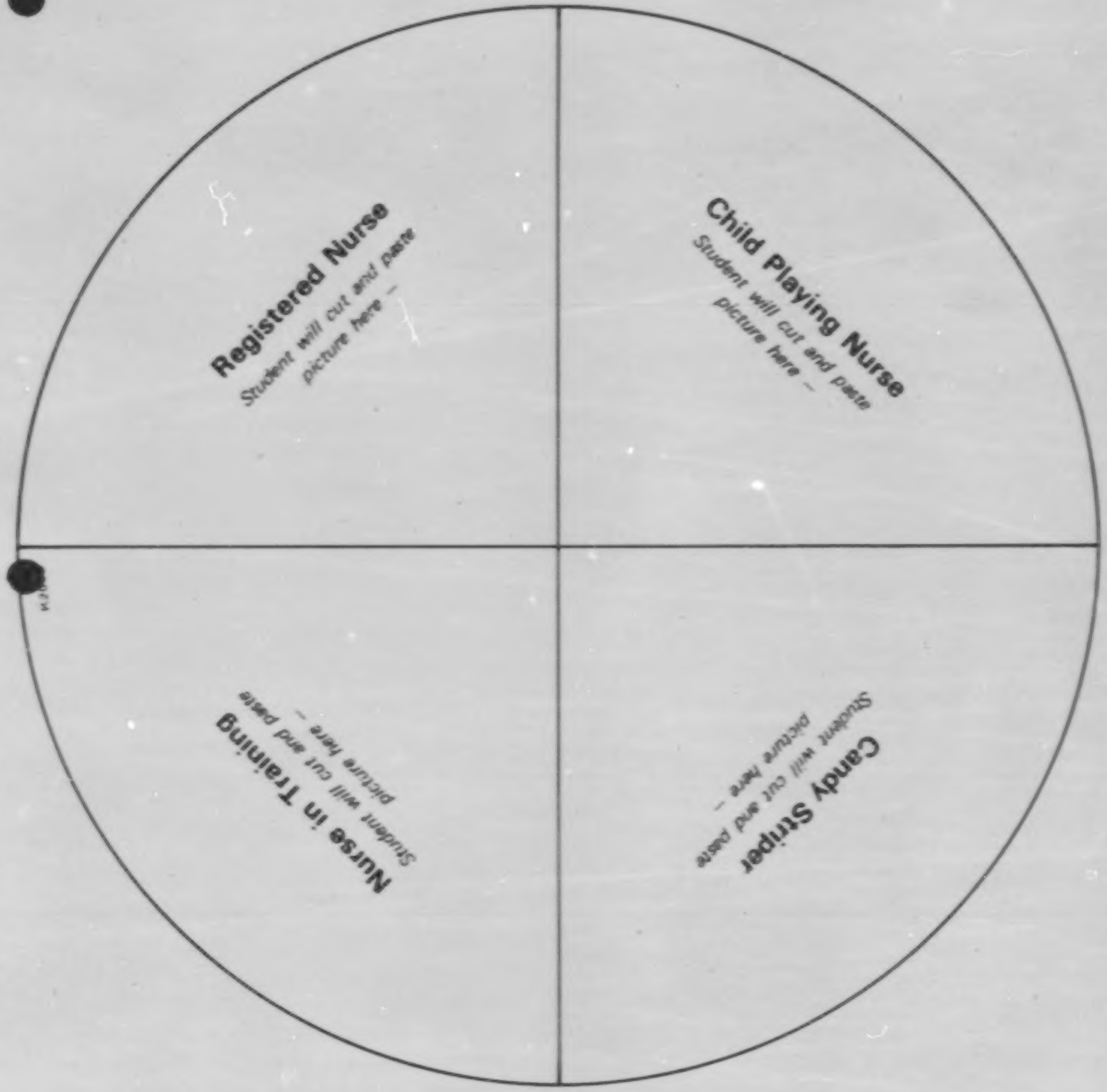
1) played nurse as a child
2) worked as a Candy Striper as a teenager
3) had on-the-job hospital training as a young adult
4) became an R. N. (Registered Nurse) as an adult

After the experience story, have the students individually complete the nurse career development wheel by pasting pictures in sequence.

EVALUATION:

The student can check his or her work by referring to the experience story.


Registered Nurse
Child Playing Nurse
Nurse in Training
Candy Striper
FIRST AID


Registered Nurse
Student will cut and paste picture here –
Child Playing Nurse
Student will cut and paste picture here –
Nurse in Training
Student will cut and paste picture here –
Candy Striper
Student will cut and paste picture here –

Social Studies: Interdependence of people, responsibility, planning, community living

CAREER GENERALIZATION:

Each person is valuable and can be a worthwhile worker.

CAREER OBJECTIVE:

The student will identify the positive contributions made by himself/herself and/or others in a given work setting.

PERFORMANCE OBJECTIVE:

Given the materials and necessary supervision, students will complete assigned tasks with 100% accuracy.

MATERIALS:

*Jolly Jobber Chart
*Five Weighted task holders
Small pieces of paper

PREPARATION:

Jolly Jobber is designed to be used by a group of five students. Remove the task holders from Jolly Jobber's pocket.

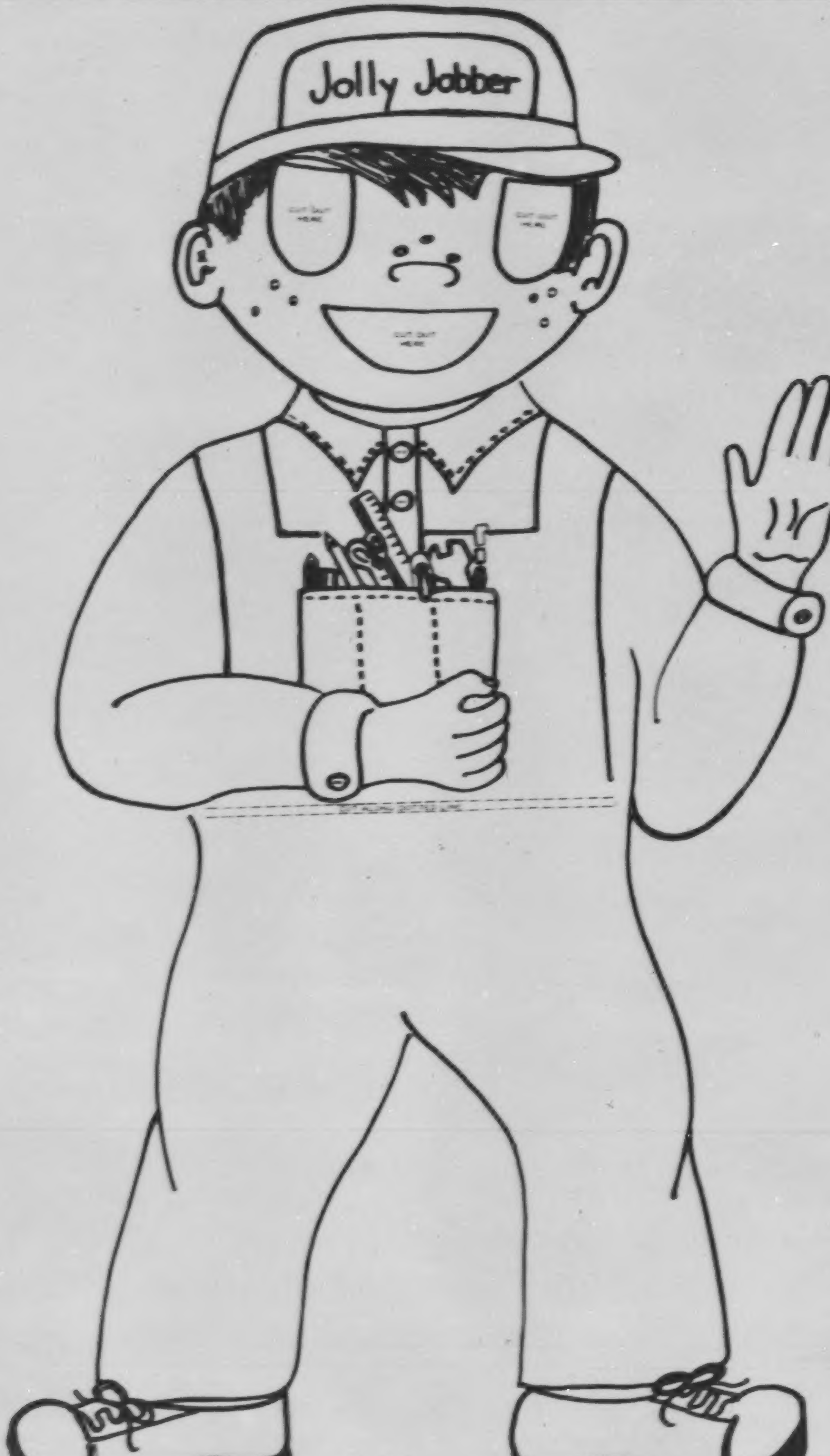
PROCEDURE:

With the students, plan and assign tasks (e.g. erasing the board, picking up paper, taking roll, etc.) writing description of the tasks on paper. The descriptions should be put in the weighted taskholders and put in a place where they will remind students of their responsibilities. When a task is completed, the student will return the weighted task holder to the job pocket. When all holders have been returned to the job pocket, the happy face will return to Jolly Jobber. Try to assign tasks to a different set of students each day.

EVALUATION:

This activity provides opportunities for children to observe the need for teamwork. The Jolly Jobber can't smile until all have done their jobs.

In case a student is absent, teacher may ask the group how they can cooperate to complete the tasks. Discuss ways this activity relates to life in community.


Jolly Jobber

CAREER GENERALIZATION:

Each person is valuable and can be a worthwhile worker.

CAREER OBJECTIVE:

The student will compare and contrast the different contributions made by different individuals in a given work setting.

PERFORMANCE OBJECTIVE:

The student will match workers with their contributions with 80% accuracy.

MATERIALS:

*Directions for making histograph
*2 foam worker cubes
*Answer key
*12 pieces of tagboard - 2 inches square
straight pins
felt tip pen

PREPARATION:

Place in a learning center a magic marker and the two cubes. One cube has six workers. The other cube has one contribution that each worker gives. Post the directions (attached) and a large piece of paper on the wall near the learning center.

PROCEDURE:

The children (around 6) will toss the cubes eight times and make a smiling face on the histograph each time he has a match with his cubes.

EVALUATION:

Did each child participate in the activity?

What would happen if any one of the workers didn't come to school one day?

Directions to be written on a large chart and placed near the learning center.

DIRECTIONS FOR MAKING A HISTOGRAPH

1. Toss the cubes. If your cubes match a worker and his tool, draw a smiling face in a box (under the proper worker) on the histograph chart.
2. If the cubes do not show a match, give them to the next player and wait for your turn again.
3. Take turns until you have thrown the dice eight times.
4. Now, tell which worker has the most smiling faces.

ANSWER KEY

Nurse-----------Thermometer

Custodian-------Broom

Lunch Aide------Lunch Tray

Teacher---------Book

Principal-------Telephone

Secretary-------Typewriter

K206B

HISTOGRAPH—ON SCHOOL WORKERS

Nurse	Custodian	Lunch aide	Teacher	Principal	Secretary

CAREER GENERALIZATION:

Each person is valuable and can be a worthwhile worker.

CAREER OBJECTIVE:

The student will evaluate the effect that one person (self or other) has on a given group interaction or task.

PERFORMANCE OBJECTIVE:

Given the materials, the student will answer the question about the people at our school, finding the best answer on the puzzle board and pieces.

MATERIALS:

*Puzzle board
*Puzzle pieces
*Puzzle direction sheet

PREPARATION:

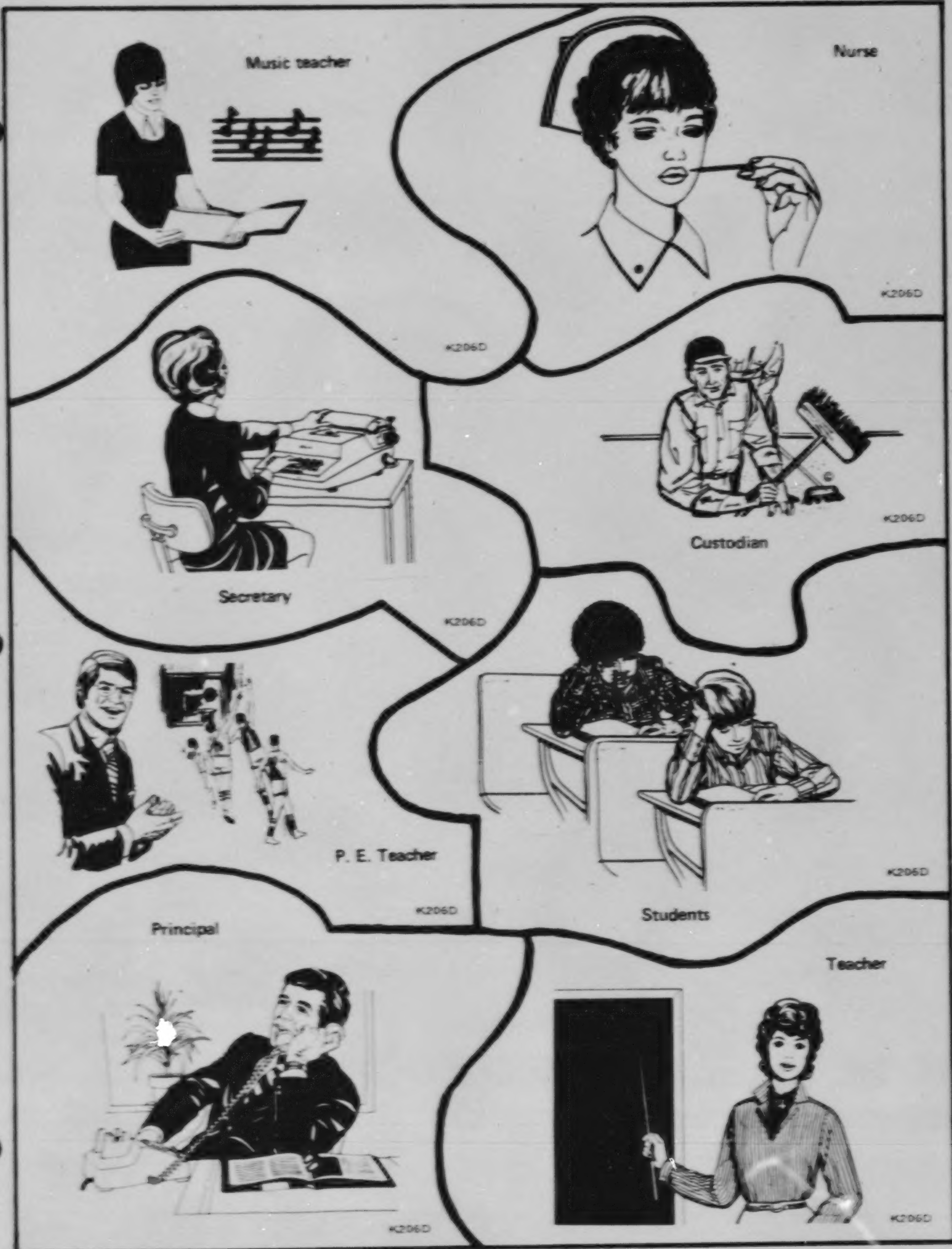
Place the materials in a center. They are designed for work by two students at a time.

PROCEDURE:

Have the students follow the directions provided.

EVALUATION:

The student should be able to answer all questions and place all provided puzzle pieces in the appropriate spaces with 100% accuracy.


Music teacher
Nurse
K206D
K206D
K206D
Custodian
Secretary
K206D
K206D
P. E. Teacher
K206D
Principal
Students
Teacher
K206D
K206D

PUZZLE DIRECTION SHEET

Work alone

I. Read each clue. Find the matching puzzle piece. Then put the puzzle piece on the puzzle board.

1. He is the nice man who keeps the school building nice and clean.
2. She is the young lady who helps children with their reading, writing, and arithmetic.
3. They learn to read, write, and do arithmetic.
4. She teaches children to sing loud and softly.
5. When the children run and jump they are with the ________________.
6. When children are sick they go to see the ____________________.
7. Sometimes when children forget the rules, they visit the

   _________________________.
8. She types notes that go home to Mom and Dad.

II. Take away one of the pieces. Then shuffle all of the other pieces and have a friend work the puzzle. When your friend discovers that one piece is missing, ask him to describe what school would be like without that person. Then give him the puzzle piece to complete the picture.

CAREER GENERALIZATION:

Every occupation contributes to society.

CAREER OBJECTIVE:

The student will identify the contributions of different occupations to society.

PERFORMANCE OBJECTIVE:

Given the Careers A to Z Puzzle parts, the student will match letters, worker pictures, and contributions with 100 percent accuracy.

MATERIALS:

* Master cards
* Puzzle pieces--60
* Spinner
* Directions for Careers A to Z
* Answer key
Small box or can for puzzle parts

PREPARATION:

Place the materials in a learning center. Put the puzzle pieces in a small box or can.

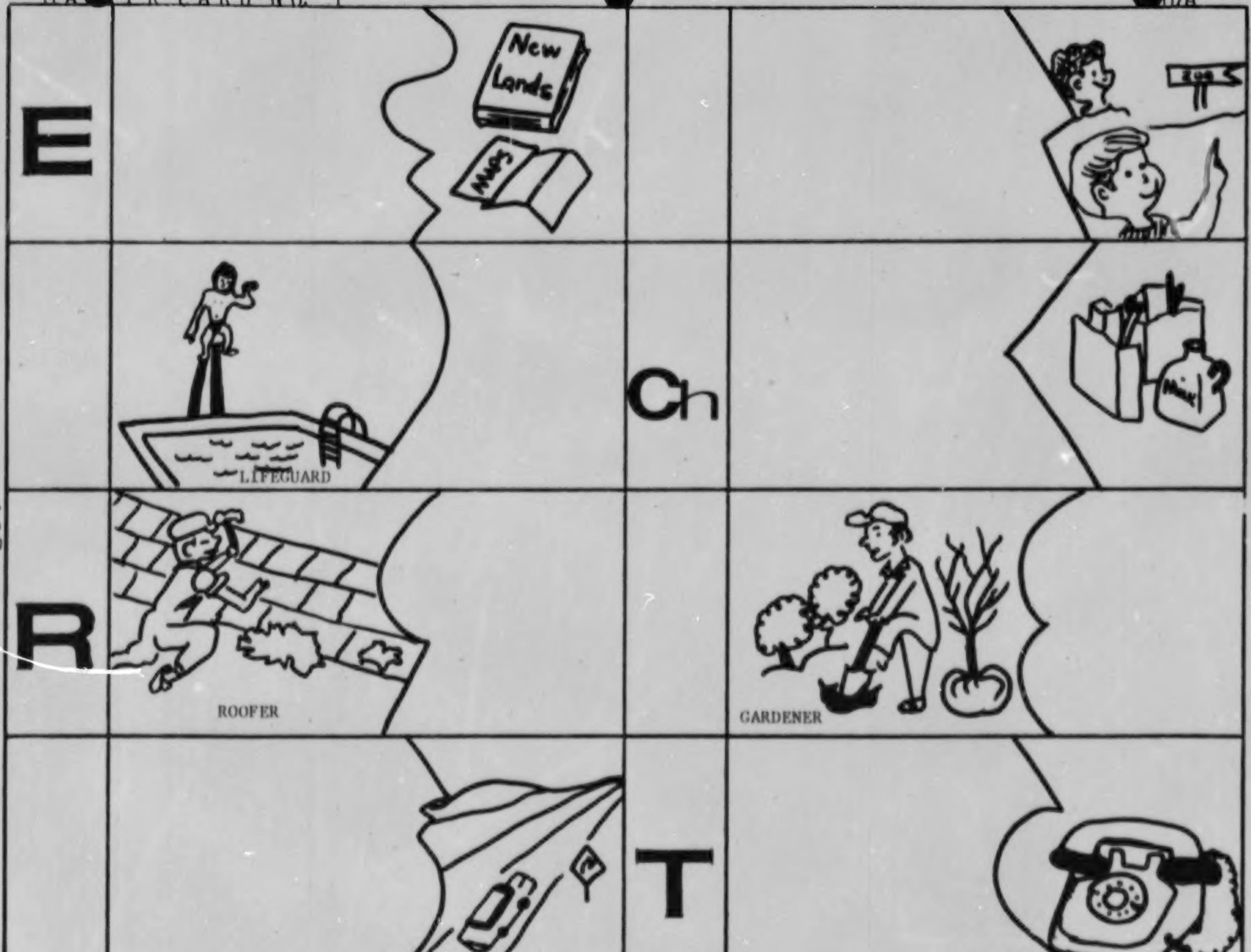
PROCEDURE:

The puzzle is designed to be used by five students at a time. Give students careful instructions according to the directions sheet.

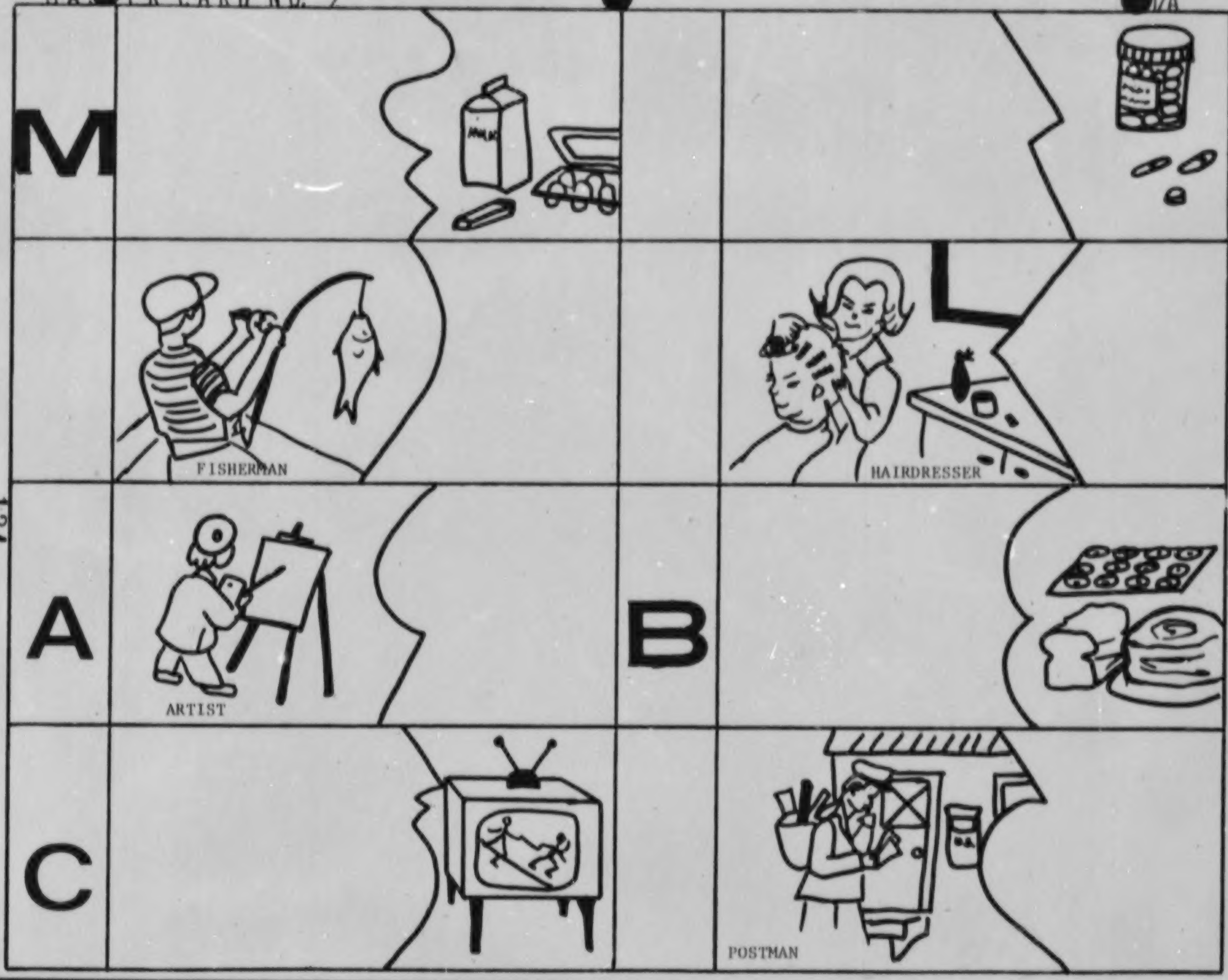
EVALUATION:

Students may check their completed puzzles against the answer key.

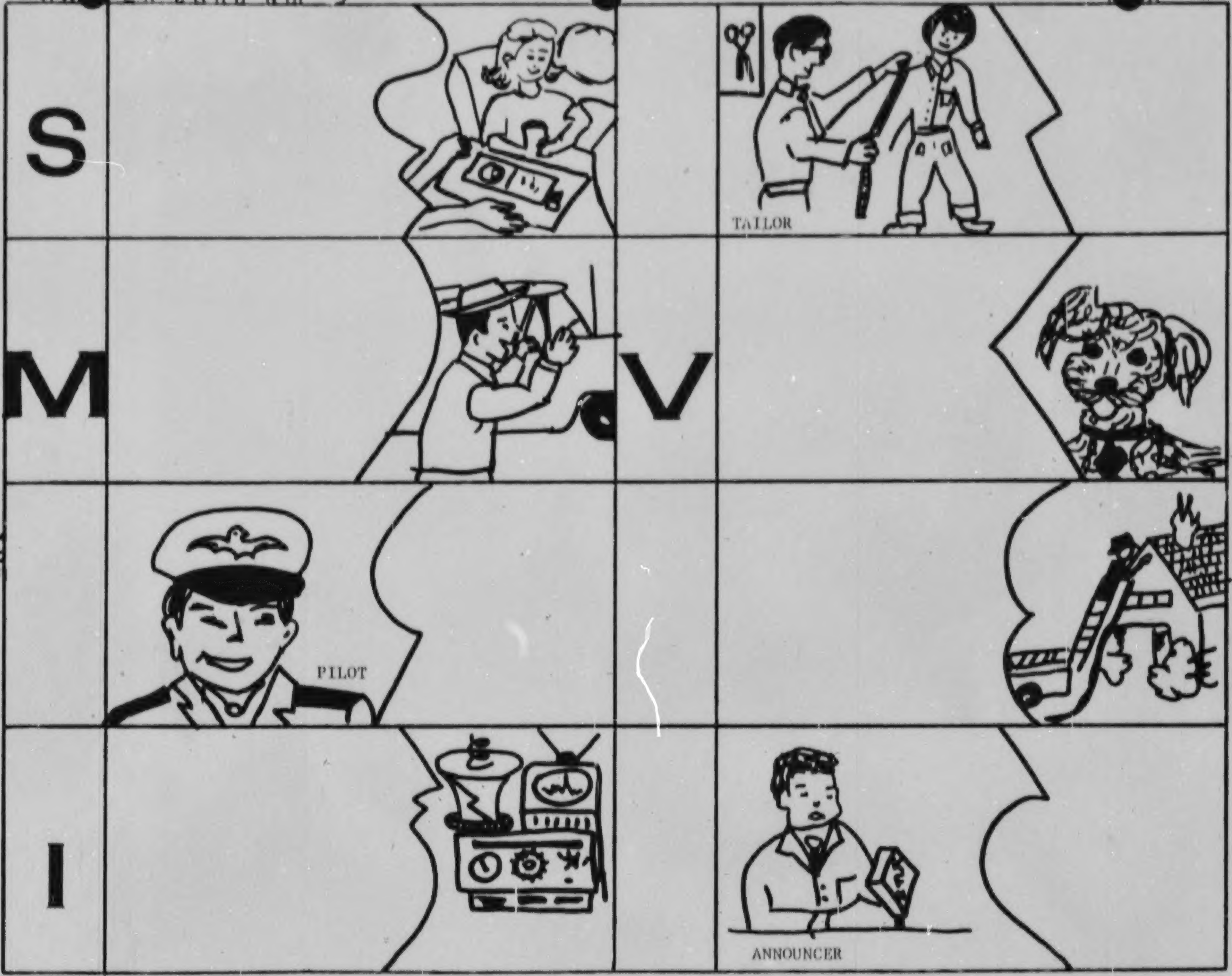
MA TER CARD NO. 1 07A


E
New Lands
Maps
Zoo
Ch
LIFEGUARD
R
ROOFER
GARDENER
T

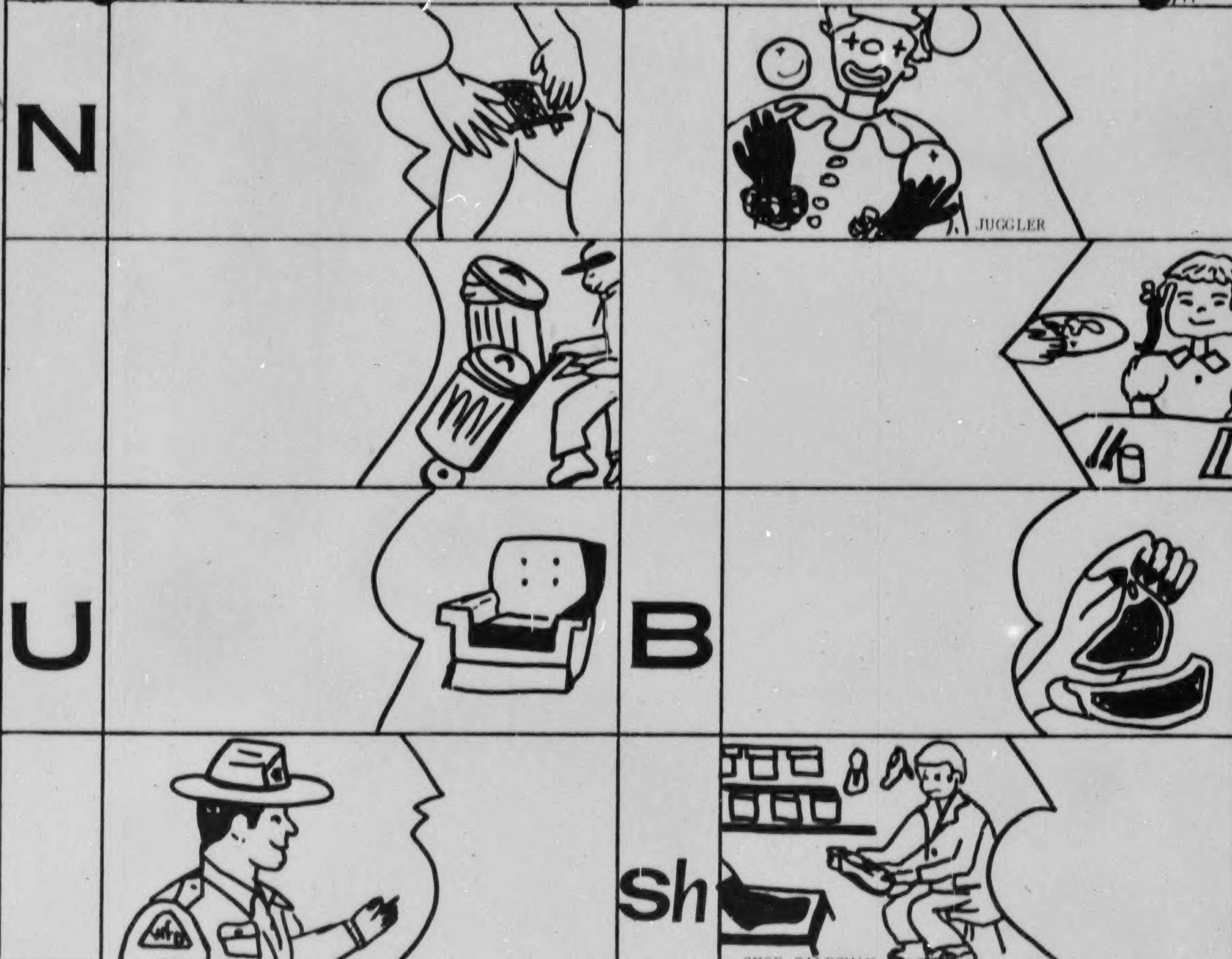
MASTER CARD NO. 2 7A


M
FISHERMAN
HAIRDRESSER
A
ARTIST
B
C
POSTMAN

MASTER CARD NO. 3 K[illegible]A


S
TAILOR
M
V
PILOT
I
ANNOUNCER

MASTER CARD NO. 4 7A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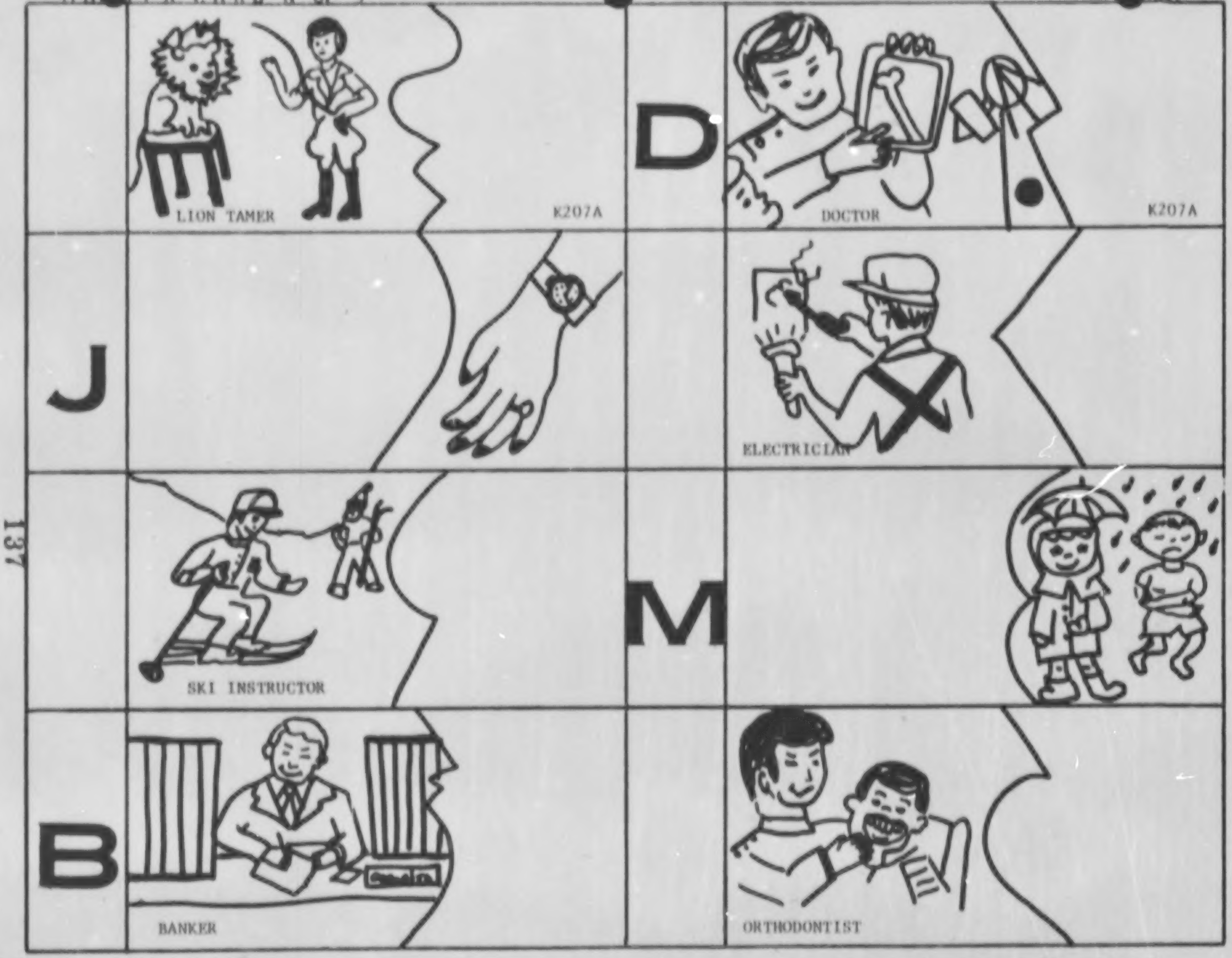
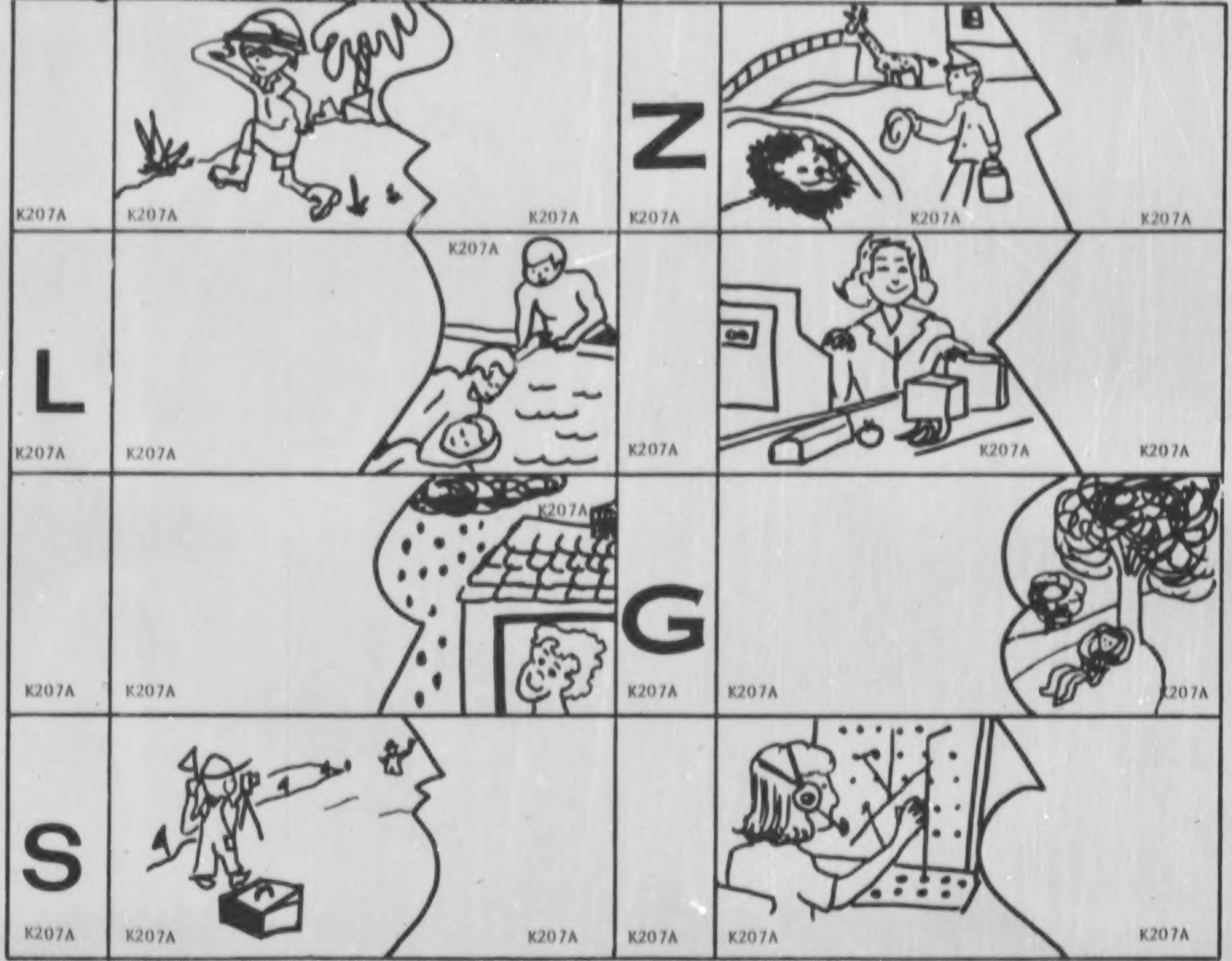
U
B
Sh

MA TER CARD NO. 5

07A


LION TAMER
K207A
D
DOCTOR
K207A
J
ELECTRICIAN
M
SKI INSTRUCTOR
B
BANKER
ORTHODONTIST

PUZZL ARTS FOR MASTER CARD NO. 1 (TO BE CUT APART)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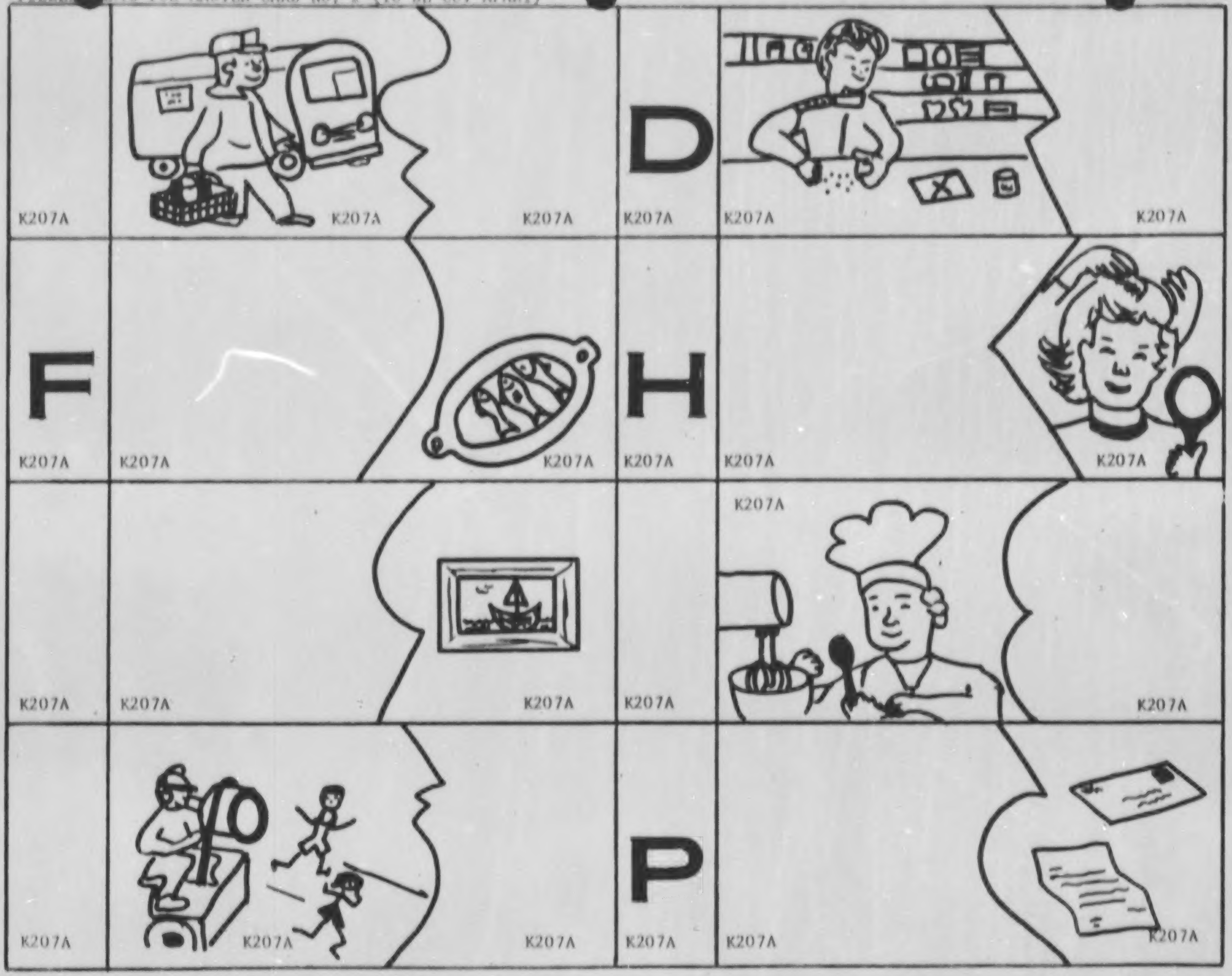
PUZZL ARTS FOR MASTER CARD NO. 2 (TO BE CUT APART)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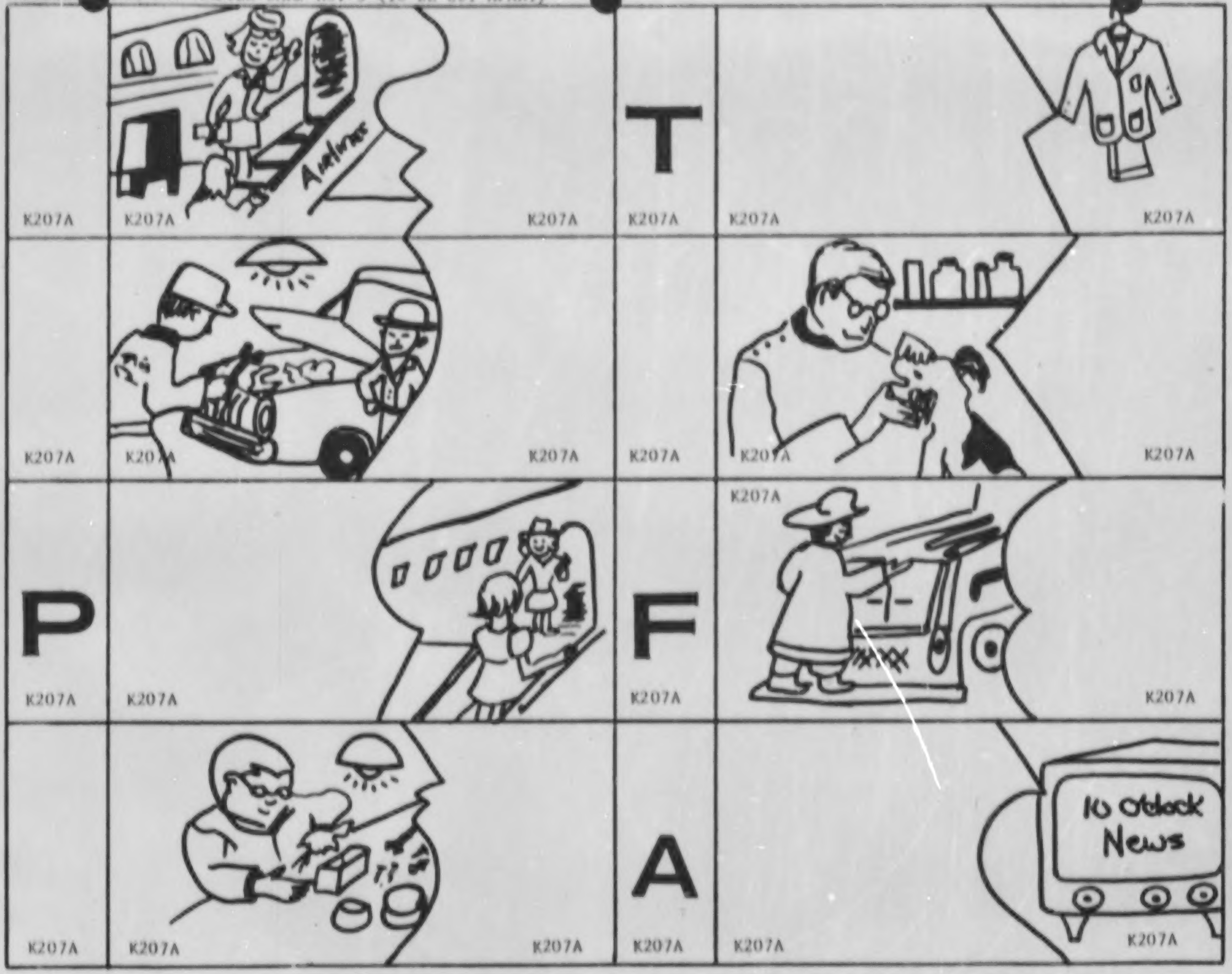
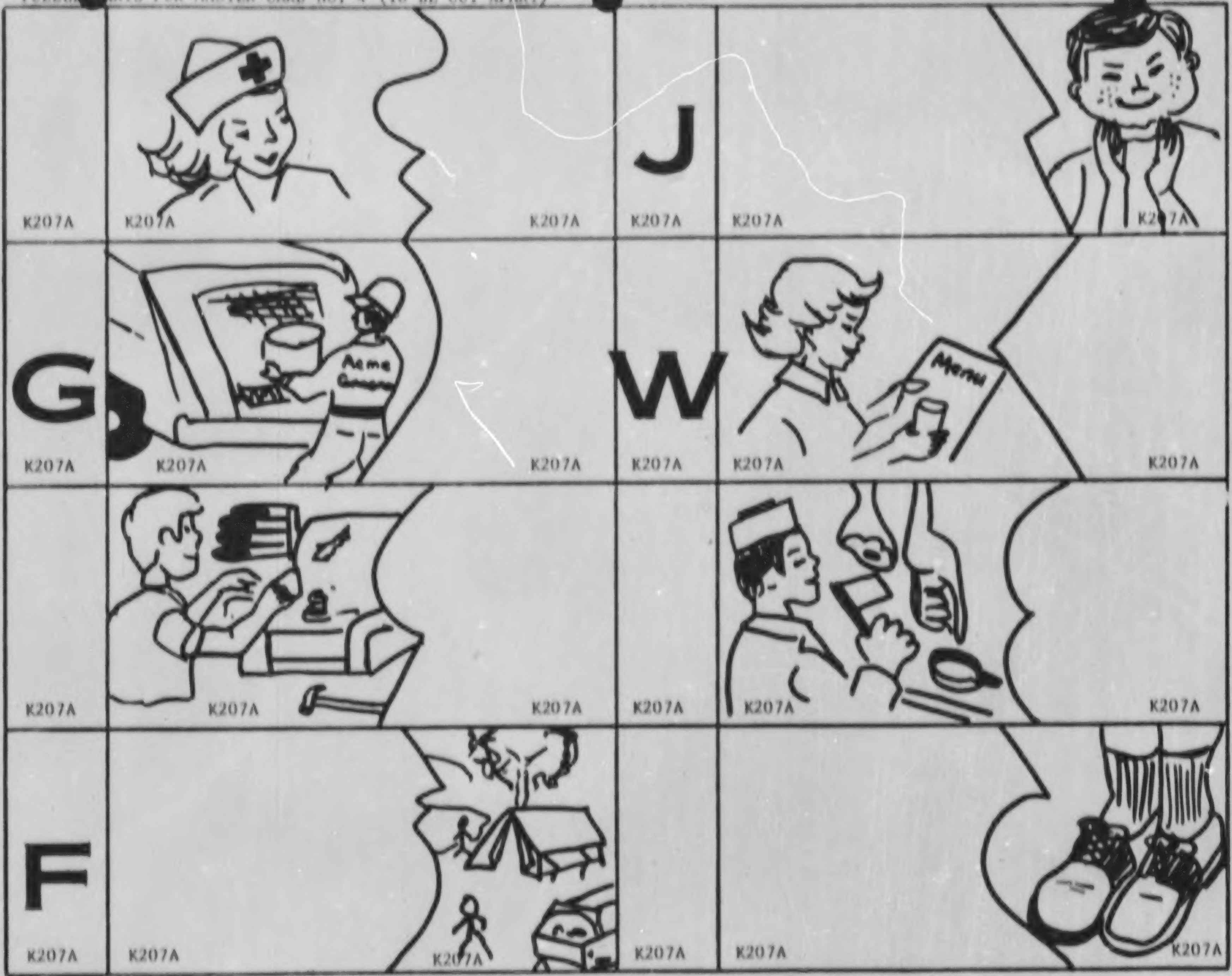
PUZZLE PARTS FOR MASTER CARD NO. 3 (TO BE CUT APART)


T
Airlines
P
F
10 O'clock News
A
K207A

PUZZL ARTS FOR MASTER CARD NO. 4 (TO BE CUT APART)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Acme Company
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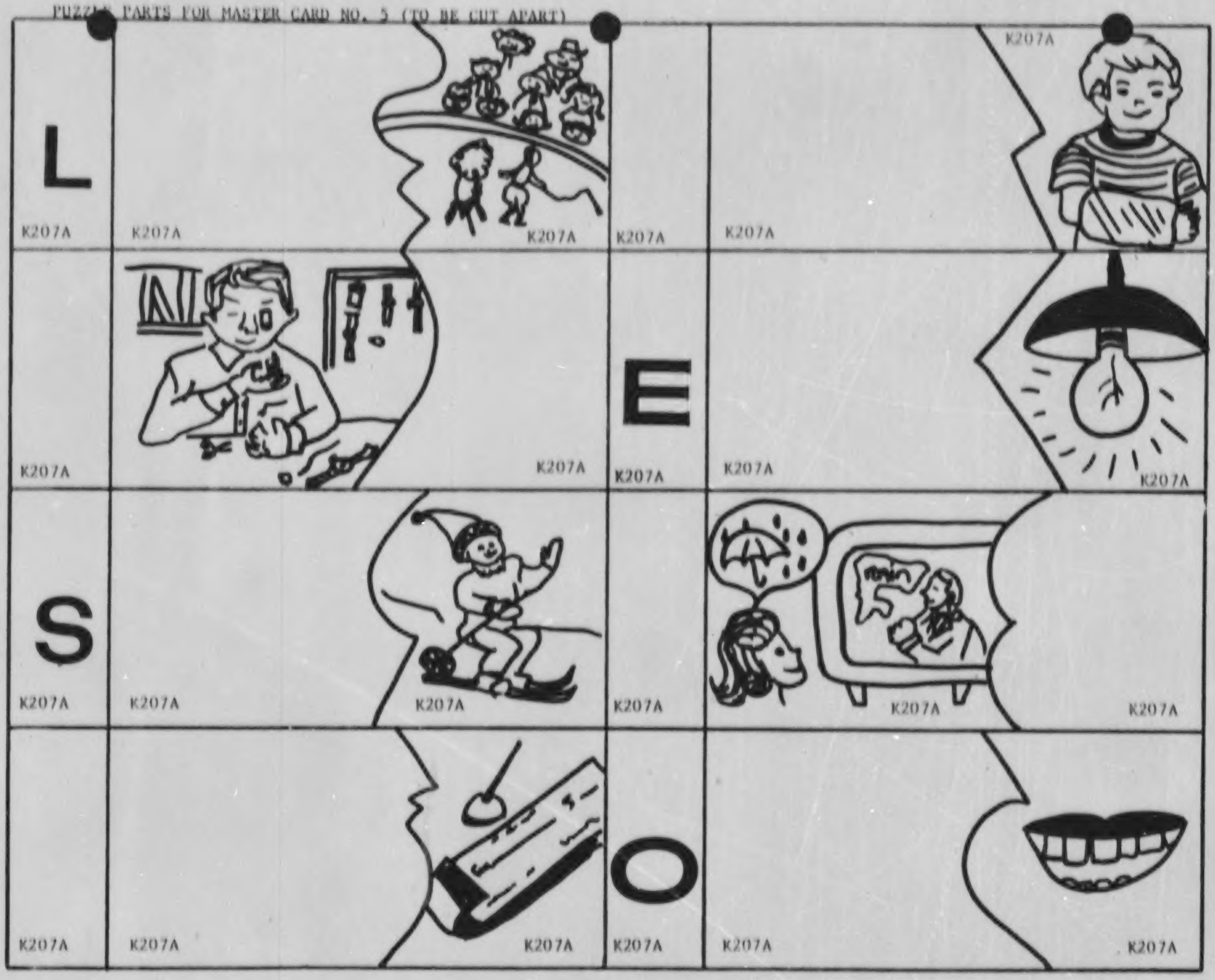
PUZZLE PARTS FOR MASTER CARD NO. 5 (TO BE CUT APART)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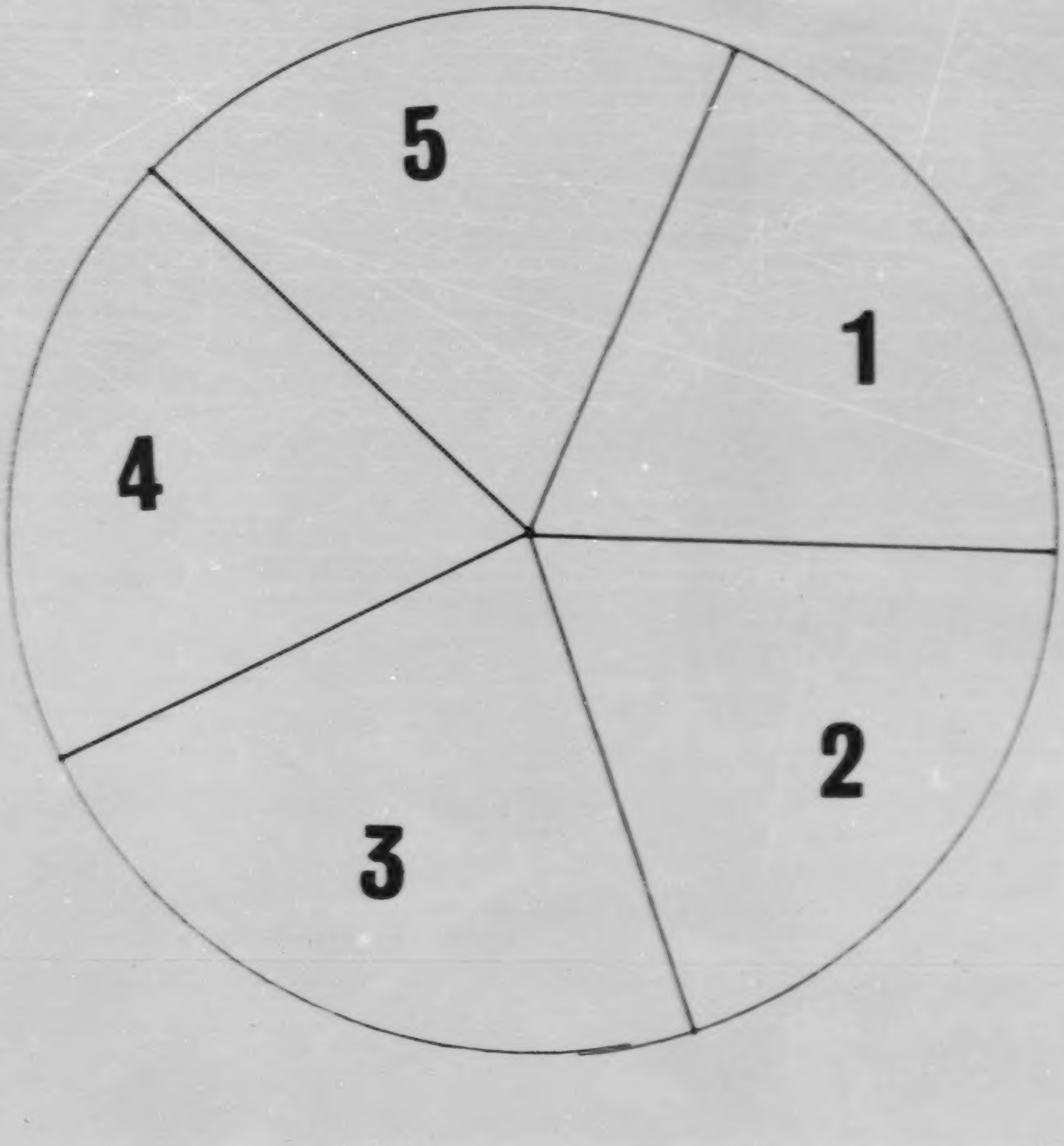


DIRECTIONS FOR CAREERS A TO Z

Careers A to Z is designed to be played by five students.

1. Each player may spin the spinner to determine the order of turns.

2. The first spin may also determine the master card number with which the player will work. (In some cases, the teacher may wish to distribute master cards by a different method.) Each player should have one master card.

3. The first player spins again and takes the number of puzzle pieces indicated by the spin. He then places pieces that fit on his master card.

   All unused puzzle pieces should be returned to the container making certain the picture side is turned down. In the event that the player accidentally discards a useful piece, he may not retrieve it; but he must wait until his next turn.

4. Players take turns spinning the spinner, taking the number of puzzle pieces indicated, and placing those pieces that are appropriate on their master cards.

5. The winner of the game is the player who correctly fills in the blanks of his master card first.

K207A

ANSWER KEY FOR CAREERS A TO Z

MASTER CARD #1

E	explorer / book (New Lands), map	Z	zookeeper / visiting zoo
L	lifeguard / rescue	Ch	checker in grocery / bags of food
R	roofer / smiling face in window	G	gardener / resting in shade
S	surveyor / new road	T	telephone operator / ringing phone

MASTER CARD #2

M	milkman / milk, eggs, oleo	D	druggist / pills
F	fisherman / platter of fish	H	hairdresser / new hairdo
A	artist / picture	B	baker / rolls, bread, cake
C	cameraman / T.V. sportscast	P	postman / letters

MASTER CARD #3

S	stewardess / passenger being served lunch	T	tailor / new suit
M	mechanic / auto running	V	veterinarian / healthy pet
P	pilot / passengers boarding plane	F	fireman / extinguishing fire
I	inventor / labor saving machines	A	announcer / T.V. news

MASTER CARD #4

N	nurse / child with knee being bandaged	J	juggler / happy children
G	garbageman / garbage cans being removed	W	waitress/customer being served food
U	upholsterer / neat new chair	B	butcher / steak on plate
F	forest ranger / family camping	Sh	shoe salesman / new shoes

MASTER CARD #5

L	lion tamer / circus audience	D	doctor / child feeling good
J	jeweler / watch and rings	E	electrician / glowing light bulb
S	ski instructor / child skiing	M	meteorologist / children with rainwear
B	banker / writing check	O	orthodontist / smile with good teeth

CAREER GENERALIZATION:

Every occupation contributes to society.

CAREER OBJECTIVE:

The student will compare and contrast the contributions made by different occupations to society.

PERFORMANCE OBJECTIVE:

Given the YOU NEED sheets, the student will match the occupation cards with their likely situations with 80 percent accuracy.

MATERIALS:

* YOU NEED situation cards--7
* Occupation cards--35
Art paper
* Answer key

PREPARATION:

Cut out the game pieces (situation cards and occupation cards). Place the material necessary to play the game in a learning center. (After the game is played, each student should draw a picture of an occupation included in the game.)

PROCEDURE:

Explain the game directions to the students as follow:

The YOU NEED situational game is designed for three to seven students. Each student player selects a YOU NEED situation card. The occupation cards are placed in the center of the table in a stack. Clockwise each child selects one card. If he can use it, he may place it on his YOU NEED situation card. If he cannot use it, he places it on the bottom of the stack of occupation cards. The winner is the first to fill his YOU NEED situation card.

Allow the students to play several rounds of the game.

EVALUATION:

The students may check their work on the answer key.

K207B

WHEN YOU ARE SICK,
YOU MAY NEED :

	1
	2
	3
	4
	5

K207B TEACHER	K207B PRINCIPAL
K207B LIBRARIAN	K207B SECRETARY

K207B

WHEN YOU GO TO A STORE,
YOU MAY NEED:

	1
	2
	3
	4
	5

K207B CHEF (COOK)	K207B NURSE
K207B DOCTOR	K207B DENTIST

K207B

IN A RESTAURANT,
YOU MAY SEE:

	1
	2
	3
	4
	5

K207B X-RAY TECHNICIAN	K207B SALES CLERK
K207B RECEPTIONIST	K207B CASHIER

K207B IN AN EMERGENCY , YOU MAY NEED:	
	1
	2
	3
	4
	5

K207B STORE MANAGER	K207B STOCK CLERK
K207B BUTCHER	K207B BUS BOY

K207B

K207B

YOU ARE WATCHING T.V.

YOU MAY SEE :

		1
		2
		3
		4
		5

K207B CHEF-COOK	K207B WAITRESS
K207B WAITER	K207B DISHWASHER

K207B

YOU ARE IN A BIG OFFICE:
YOU MAY SEE:

	1
	2
	3
	4
	5

K207B POLICE	K207B FIREFIGHTER
K207B RESCUER	K207B AMBULANCE DRIVER

K207B

YOU ARE IN SCHOOL.
YOU MAY WORK WITH:

	1
	2
	3
	4
	5

K207B HIGHWAY PATROL	K207B NEWSCASTER
K207B SPORTSCASTER	K207B METEOROLOGIST

K207B SINGER	K207B BUSINESSMAN / BUSINESSWOMAN
K207B T. V. CAMERA OPERATOR	K207B TYPIST
K207B FILE CLERK	K207B RECEPTIONIST
K207B SECRETARY	

YOU NEED ANSWER KEY

WHEN YOU ARE SICK, YOU MAY NEED:

- Doctor
- Nurse
- Dentist
- X-Ray Technician
- Receptionist

WHEN YOU GO TO A STORE, YOU MAY NEED:

- Sales Clerk
- Cashier
- Store Manager
- Butcher
- Stock Clerk

IN A RESTAURANT, YOU MAY SEE:

- Bus Boy
- Chef (Cook)
- Waiter
- Waitress
- Dishwasher

IN AN EMERGENCY, YOU MAY NEED:

- Police
- Rescuer
- Firefighter
- Ambulance Driver
- Highway Patrol

YOU ARE WATCHING T. V. YOU MAY SEE:

- Sportscaster
- Newscaster
- Meteorologist
- Singer
- T. V. Camera Operator

YOU ARE IN A BIG OFFICE. YOU MAY SEE:

- File Clerk
- Secretary
- Businessman/Businesswoman
- Typist
- Receptionist

YOU ARE IN SCHOOL. YOU MAY WORK WITH:

- Teacher
- Librarian
- Principal
- Secretary
- Chef (Cook)

CAREER GENERALIZATION:

Every occupation contributes to society.

CAREER OBJECTIVE:

The student will evaluate which occupations would be needed to achieve certain objectives.

PERFORMANCE OBJECTIVE:

Given a ditto sheet of a variety of workers, the student will cut out only those workers that would be involved in the construction of a house.

MATERIALS:

* Ditto sheet--"workers"
Magazines
Manila paper--one piece per child
Scissors and paste

PREPARATION:

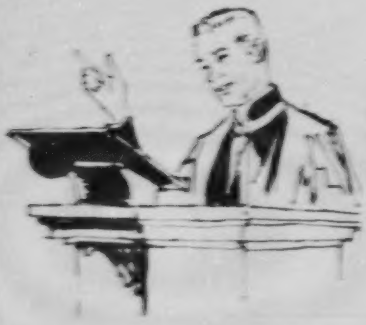
This "Build A House" activity is designed for total group seat work. Reproduce a ditto sheet for each child. Collect picture magazines--at least one for every three or four students.

PROCEDURE:

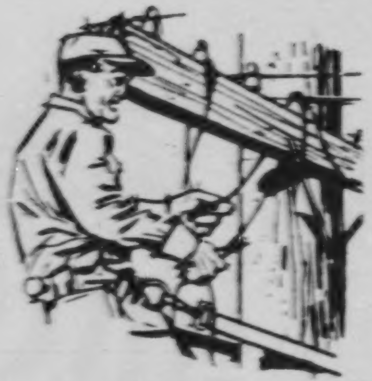
Each student will look through a magazine, find a picture of a house, cut it out, and paste it at the top of a piece of Manila paper. Next, the student will cut and paste pictures taken from the ditto sheet of pictured workers. These pictures will be pasted under the picture of the house. The student should cut and paste only the pictured workers who would be needed to build a house.

EVALUATION:

Students can place their finished papers on the bulletin board to be viewed and evaluated by each other.



PREACHER K207D



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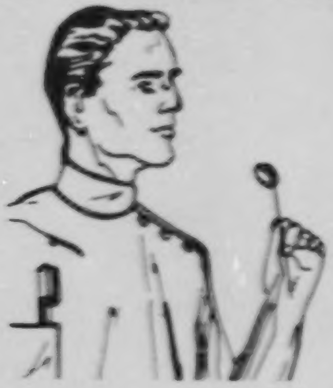

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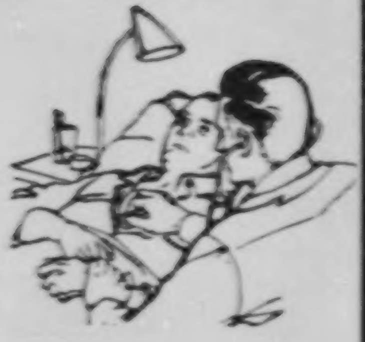

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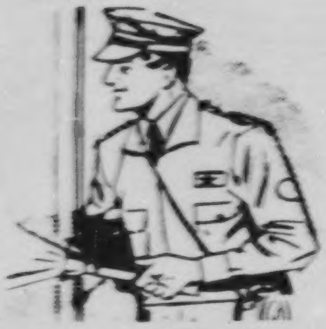

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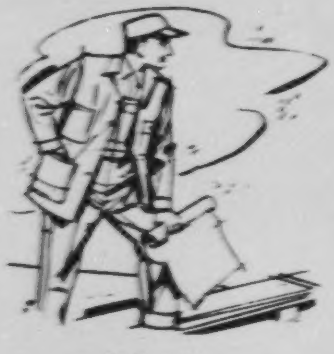

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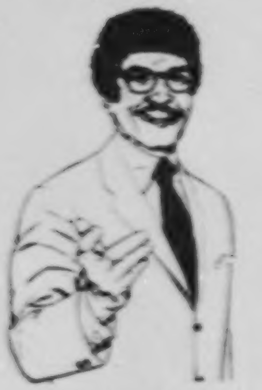

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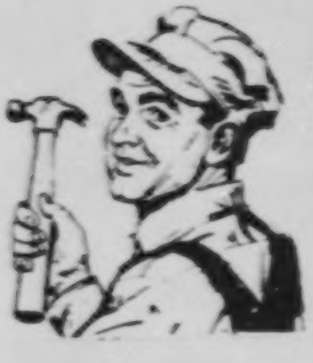

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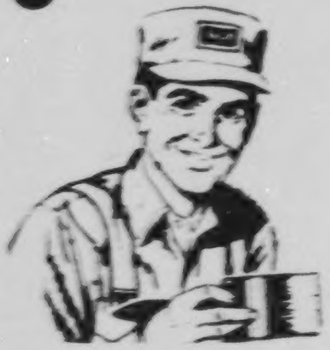

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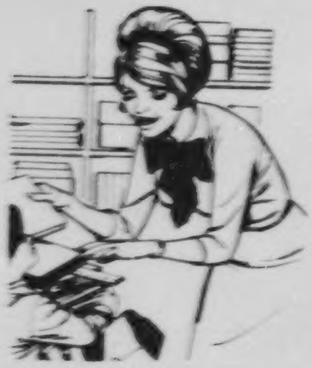
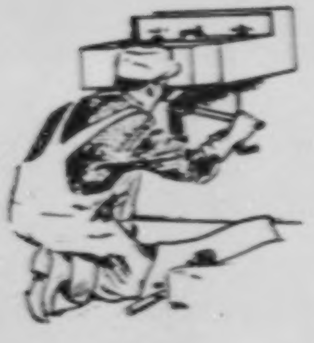
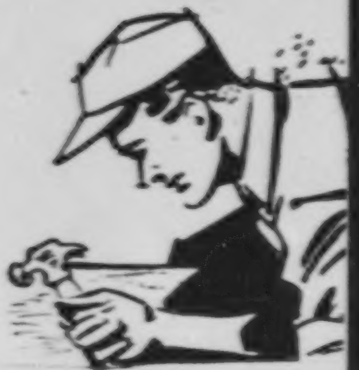


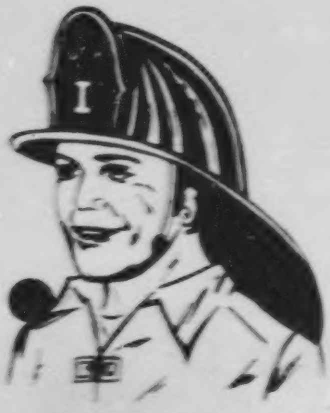
TEACHER K207D



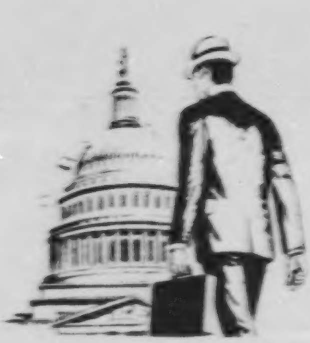
PLUMBER K207D



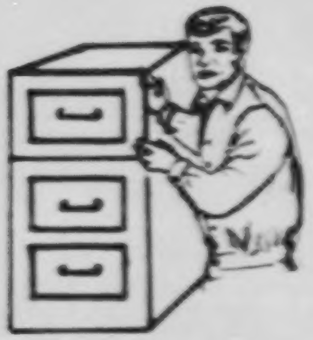
CARPET LAYER K207D



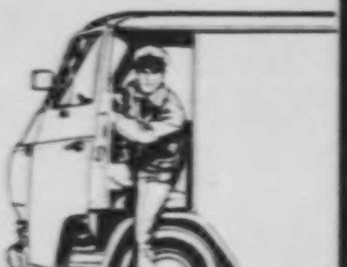
FIREMAN K207D



LAWYER K207D



CABINET MAKER K207D



DELIVERY MAN K207D

CAREER GENERALIZATION:

A person may be suited for several different occupations, and different levels of performance in that occupational area.

CAREER OBJECTIVE:

The student will identify a cluster of occupations that require similar skills.

PERFORMANCE OBJECTIVE:

While playing a game, the student will appropriately categorize workers into four different job clusters: health, food, safety, and construction.

MATERIALS:

*SPIN-A-JOB Game (including board, spinner, and 36 cards)

PREPARATION:

The first time SPIN-A-JOB is used, the teacher must explain the procedure. Thereafter the children can work in a small group at an interest center.

PROCEDURE:

Place SPIN-A-JOB game at an interest center. Three to six players may play. Dealer shuffles cards, and distributes an even number face down to each player. Any surplus cards are not used. Each player arranges his cards face up in front of him. Player to the left of the dealer, spins. If he has a card matching the color he has spun, he places it on the board in the proper space. Play progresses to each player in turn. Whenever a player has no card matching his spin, the play goes on to the next player. The first one to play all of his cards is the winner.

After the game, have the students name the workers that belong to the different clusters: health, food, safety, and construction. Ask them to explain why they have been grouped together.

EVALUATION:

The student should be able to play the game with 100% accuracy. Observe the play and informally question each student about the similarities found within the job clusters.

CAREER GENERALIZATION:

A person may be suited for several different occupations, and different levels of performance in that occupational area.

CAREER OBJECTIVE:

The student will compare and contrast the range of performance and responsibility in given occupations.

PERFORMANCE OBJECTIVE:

Given cards showing workers and game board with occupational clusters, the student will match the workers with the appropriate cluster with 80% accuracy.

MATERIALS:

*Cluster game board with the following categories across the top:

Primary Student	Health	Personal Services	Public Service Worker

*Worker cards (40)
*Answer sheet

PREPARATION:

Place the game board and cards in the interest center.

PROCEDURE:

Assign the children to a learning center. Explain the activity to the children. Ask them to place worker cards under the proper category on the game board. After they have completed the categorization, ask them to compare the workers in each category, deciding which work would take the most training, which would be easiest, which they would enjoy most, etc.

EVALUATION:

After the child has completed his work, he can check it against the answer sheet with 80% accuracy.

Cluster Game Answer Sheet

Primary Student	Health	Personal Services	Public Service Worker
9. child reading	15. dentist	25. insurance agent	7. recreational director
10. child singing	16. doctor	29. barber	8. police officer
11. child writing	17. nurse	30. beauty operator	24. highway patrol
12. child at desk	14. office nurse	1. telephone operator	32. judge
13. child in a P. E. class	21. nurse aide	28. shoe repair person	34. detective
	20. ambulance driver	27. shoe sales person	35. governor
	36. veterinarian	31. gardener	38. trash collector
	19. pharmacist	2. grocer	39. principal of school
		3. baker	18. mail carrier
		26. secretary	6. zoo keeper
		37. mechanic	4. librarian
		22. minister	5. teacher
		40. waitress	23. firefighter
		33. lifeguard	

CAREER GENERALIZATION:

A person may be suited for several different occupations and different levels of performance in that occupational area.

CAREER OBJECTIVE:

The student will evaluate his/her opportunities in relation to potential and capacities.

PERFORMANCE OBJECTIVE:

Given Activity Worksheet #3, the student will "X" either window A or window B to fit the future career as seen through the "Crystal Ball" picture cards. This is to be done with 80 percent accuracy.

MATERIALS:

Learning Activity #1
* Crystal Ball
* Eight (8) predicting picture cards

Learning Activity #2
Stick or paper bag puppets
Popsickle sticks or paper sacks (enough for entire class)
Construction paper
Scissors
Glue or paste
Crayons

Learning Activity #3
* Activity Worksheet #3 "What Will I Be"
* Dot-to-Dot Worksheet

PREPARATION:

Learning Activity #1
This activity is designed for the entire class. Be sure you have the "Crystal Ball" and the eight (8) predicting picture cards.

Learning Activity #2
This puppet activity is designed for the entire class. Prepare construction paper appropriate for body parts of puppet (eyes, nose, mouth, etc.) and paste on front of paper sack; or leave construction paper as whole sheets and let children draw puppet, color in face and clothing, and then cut out and paste on popsickle sticks.

Learning Activity #3
Reproduce as many of Activity Worksheet #3 as needed. Worksheet #3 will be placed in a learning center. Worksheet #3--"What Will I Be?"

Reproduce as many "Dot-to-Dot" worksheets as needed.

PROCEDURE:

Learning Activity #1 - "Crystal Ball"
Setting the scene: Children will be seated on the floor in a semicircle. The teacher will be at the front holding the "Crystal Ball."
Before beginning the "Crystal Ball" activity, conduct a brief discussion on how the children are developing skills and interests now that will help determine their career choices.

The "Crystal Ball" is designed for letting the children predict the future career of different picture cards. Slide picture card #1 into the bottom of the "Crystal Ball." Through the ball, the children will see a small child doing some particular activity. At the top of the "Crystal Ball" is Window A or Window B. The children will decide which window holds the picture of the predicted future career of the child. Continue the activity with the remaining picture cards. The children should be able to justify their choices.

Learning Activity #2 - Stick or Paper Bag Puppets
Display a puppet example. Have each child decide upon a career person to design a puppet. Instruct the class on how the puppets are to be made. When all puppets are finished, let the children participate in a puppet show with each child role playing his or her career character.

Learning Activity #3 - "What Will I Be?"
Worksheets--"What Will I Be?"--are to be placed in a learning center along with the "Crystal Ball." Instructions for the worksheet will need to be read to the children. Children should place the pictures into the "Crystal Ball," look at the window choices, and mark their choices on their worksheets. Upon completion, the worksheets can be checked by the teacher.

Accompanying this activity is a Dot-to-Dot page. Have the students connect the dots and name the worker. Ask them to describe some of the things that worker may have enjoyed doing as a child to prepare for that career.

EVALUATION:

The student will be able to complete the worksheet with 80 percent accuracy.

INSTRUCTIONS FOR "CRYSTAL BALL" PICTURE CARDS

Card No.

1. Large picture as indicated at bottom

   On first, X picture of beauty operator.
   On second, X picture of fireman.

2. Large picture as indicated at bottom

   On first, X picture of postman.
   On second, X picture of plumber.

3. Large picture as indicated at bottom

   On first, X picture of policeman.
   On second, X picture of custodian.

4. Large picture as indicated at bottom

   On first, X picture of truckdriver.
   On second, X picture of waitress.

5. Large picture as indicated at bottom

   On first, X picture of doctor.
   On second, X picture of baker.

6. Large picture as indicated at bottom

   On first, X picture of baseball player.
   On second, X picture of pilot.

7. Large picture as indicated at bottom

   On first, X picture of rancher.
   On second, X picture of florist.

8. Large picture as indicated at bottom

   On first, X picture of teacher.
   On second, X picture of nurse.

INSTRUCTIONS FOR WORKSHEET "WHAT WILL I BE?"

1. In Window A, picture of beauty operator
   In Window B, picture of fireman

2. In Window A, picture of postman
   In Window B, picture of plumber

3. In Window A, picture of policeman
   In Window B, picture of custodian

4. In Window A, picture of truck driver
   In Window B, picture of waitress

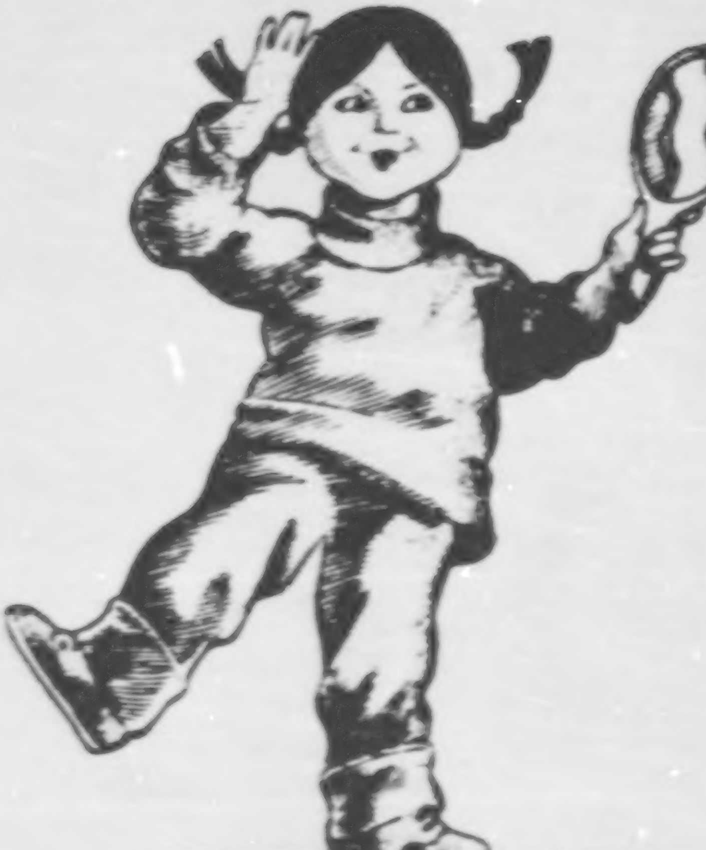
5. In Window A, picture of doctor
   In Window B, picture of baker

6. In Window A, picture of baseball player
   In Window B, picture of pilot

7. In Window A, picture of rancher
   In Window B, picture of florist

8. In Window A, picture of teacher
   In Window B, picture of nurse

1



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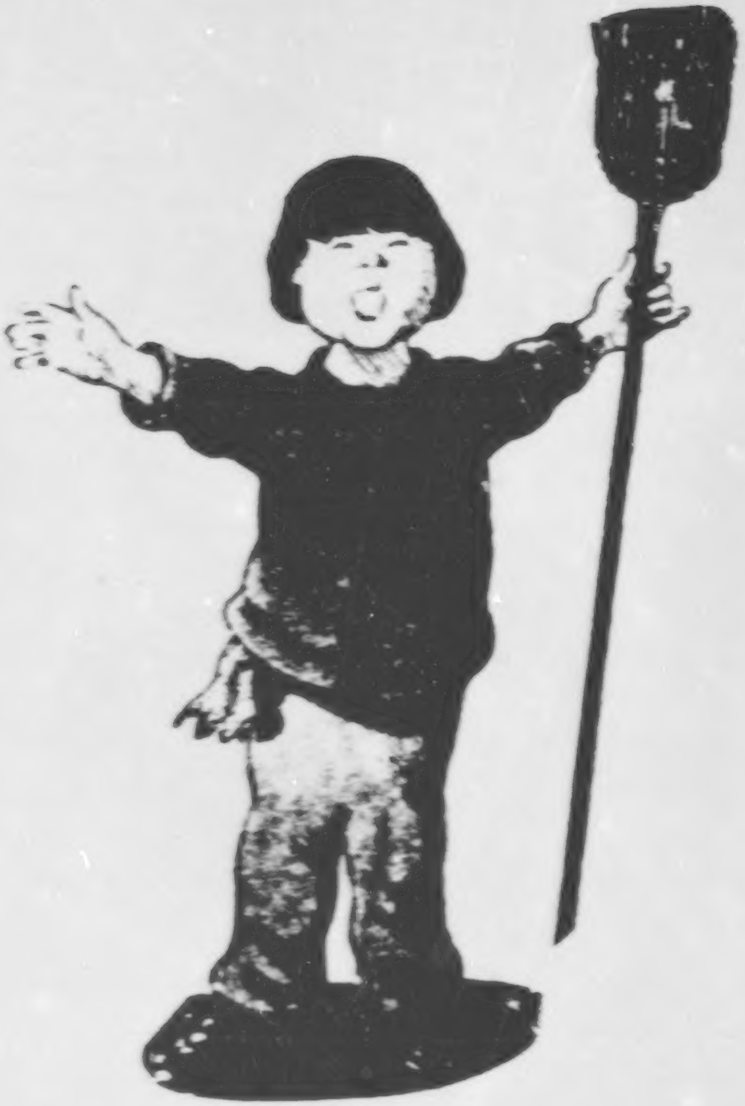

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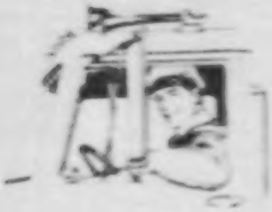

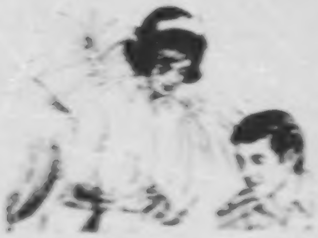

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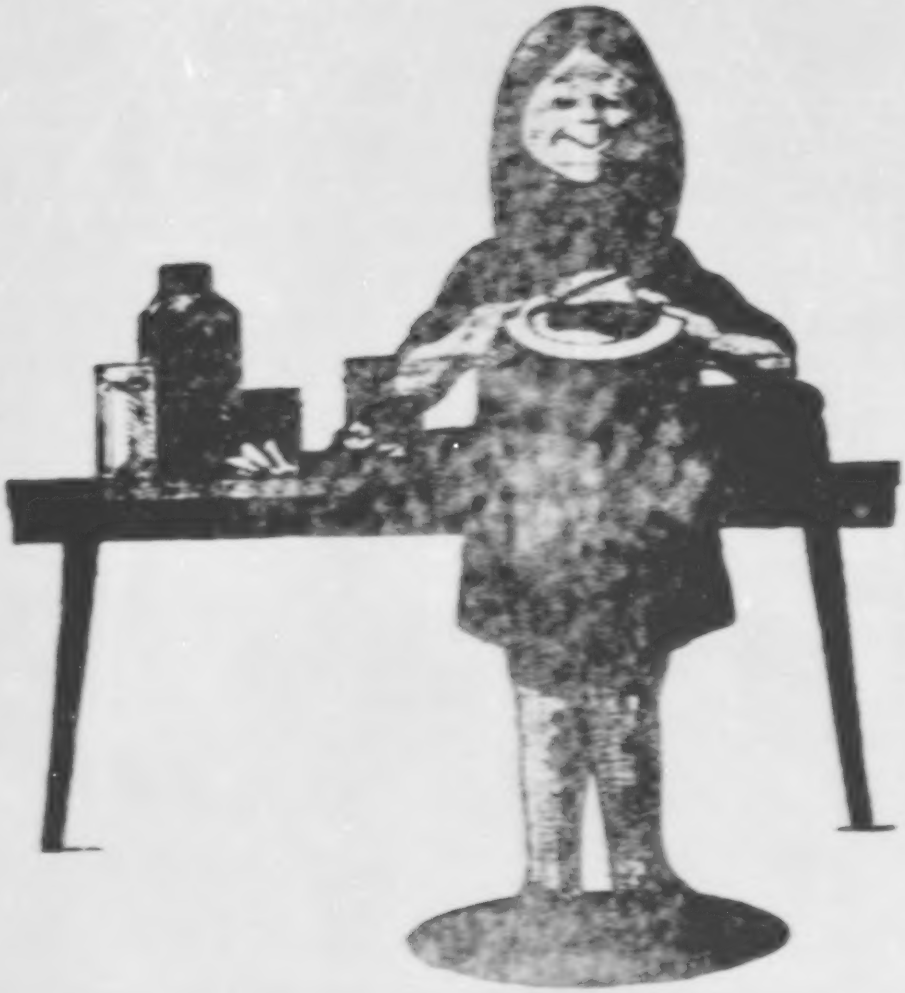

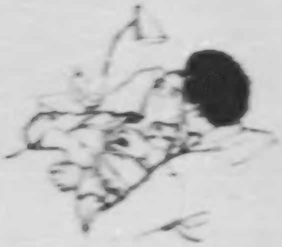

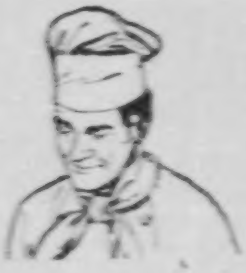

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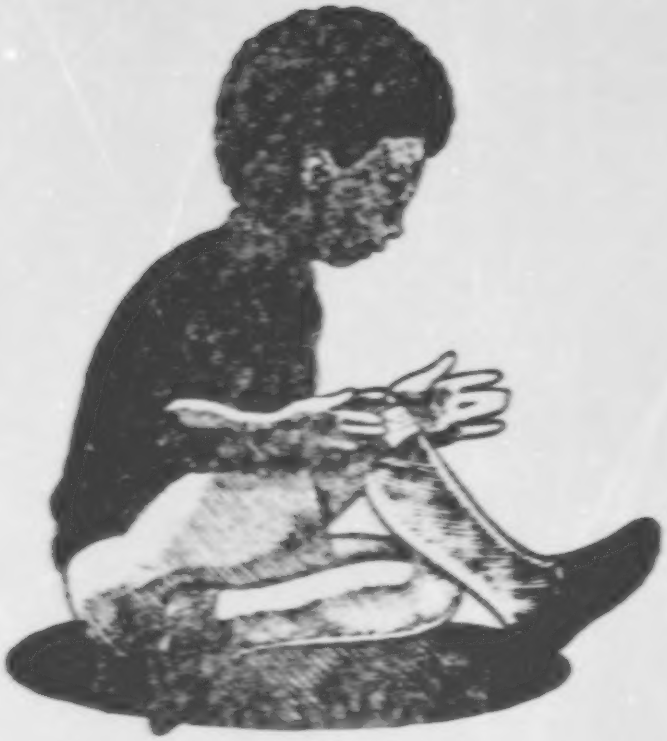

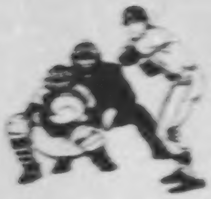

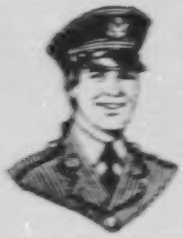

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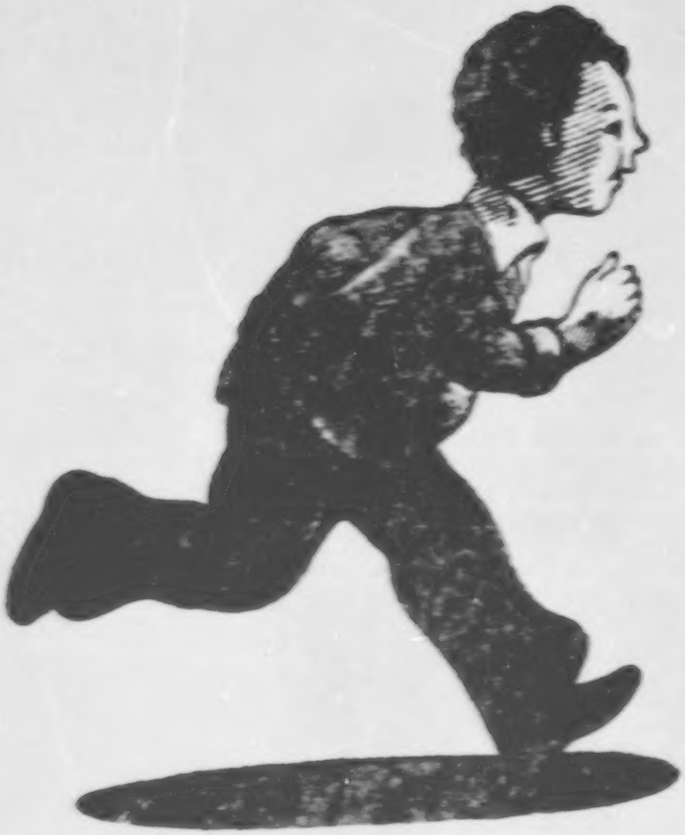

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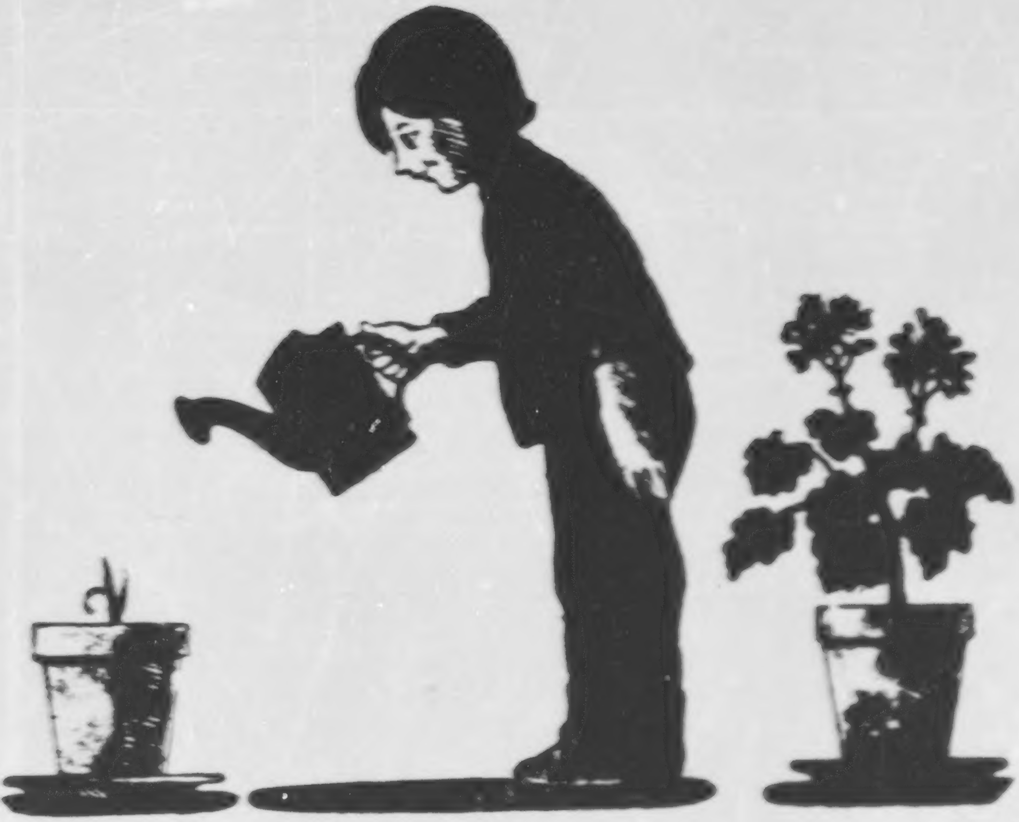

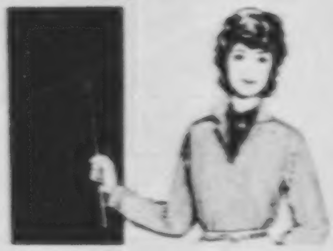

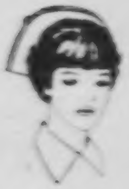

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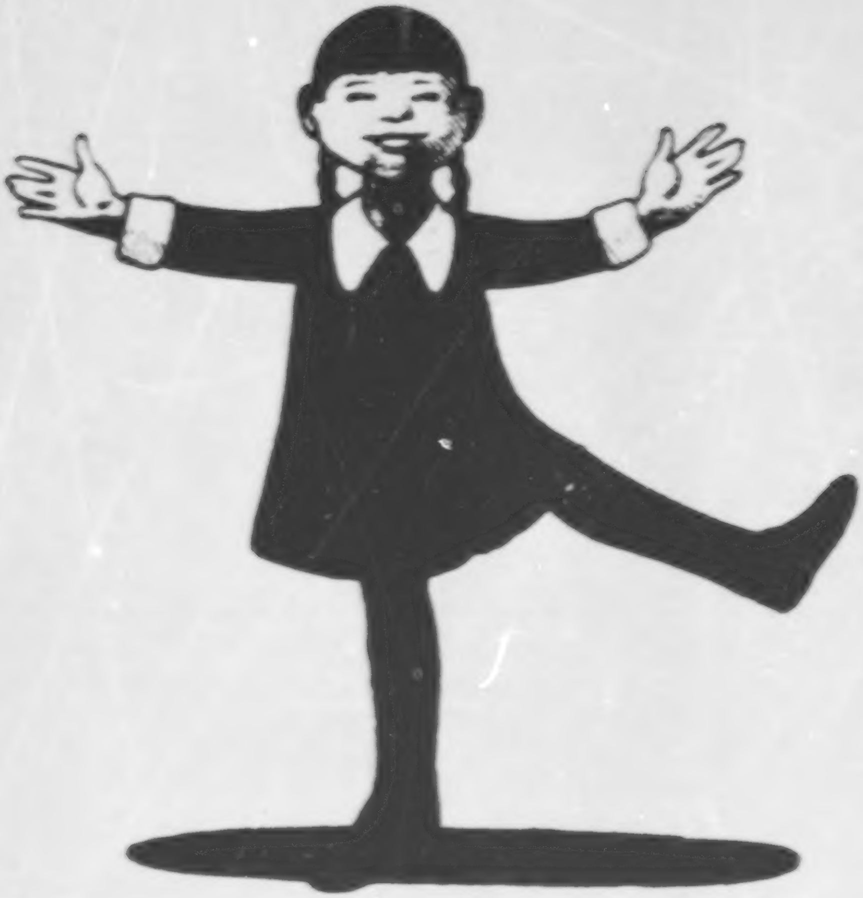
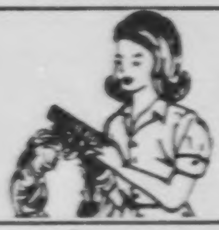
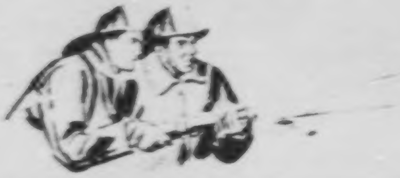
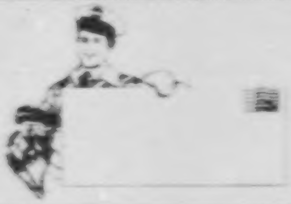
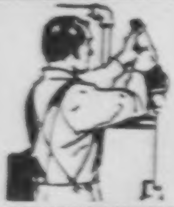
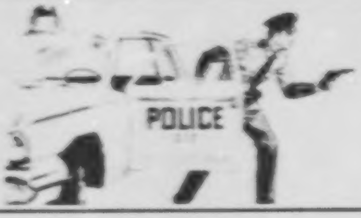
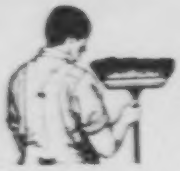
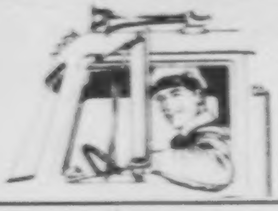
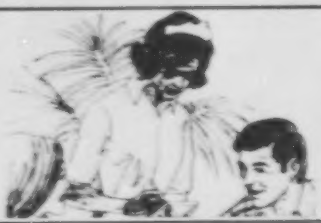
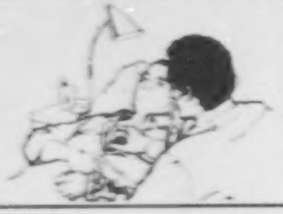
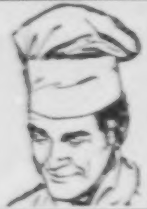
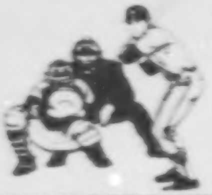
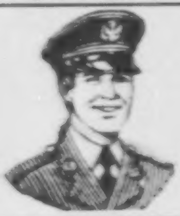
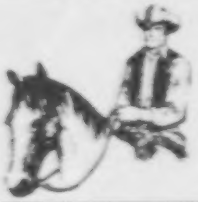
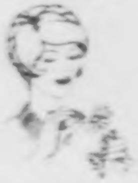
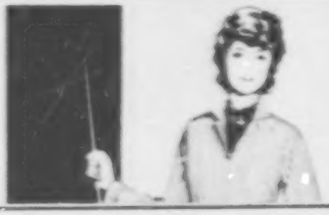
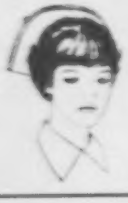


"WHAT WILL I BE"

Put an X on either Window A or Window B that predicts the future career of each child as seen through the "Crystal Ball" picture cards.

WINDOW A	WINDOW B
1. 	
2. 	
3. 	
4. 	
5. 	
6. 	
7. 	
8. 	

"WHAT WILL I BE?"

Put an "X" in the window (A or B) that predicts the future career of each child as seen through the "Crystal Ball" picture cards.

	WINDOW A	WINDOW B
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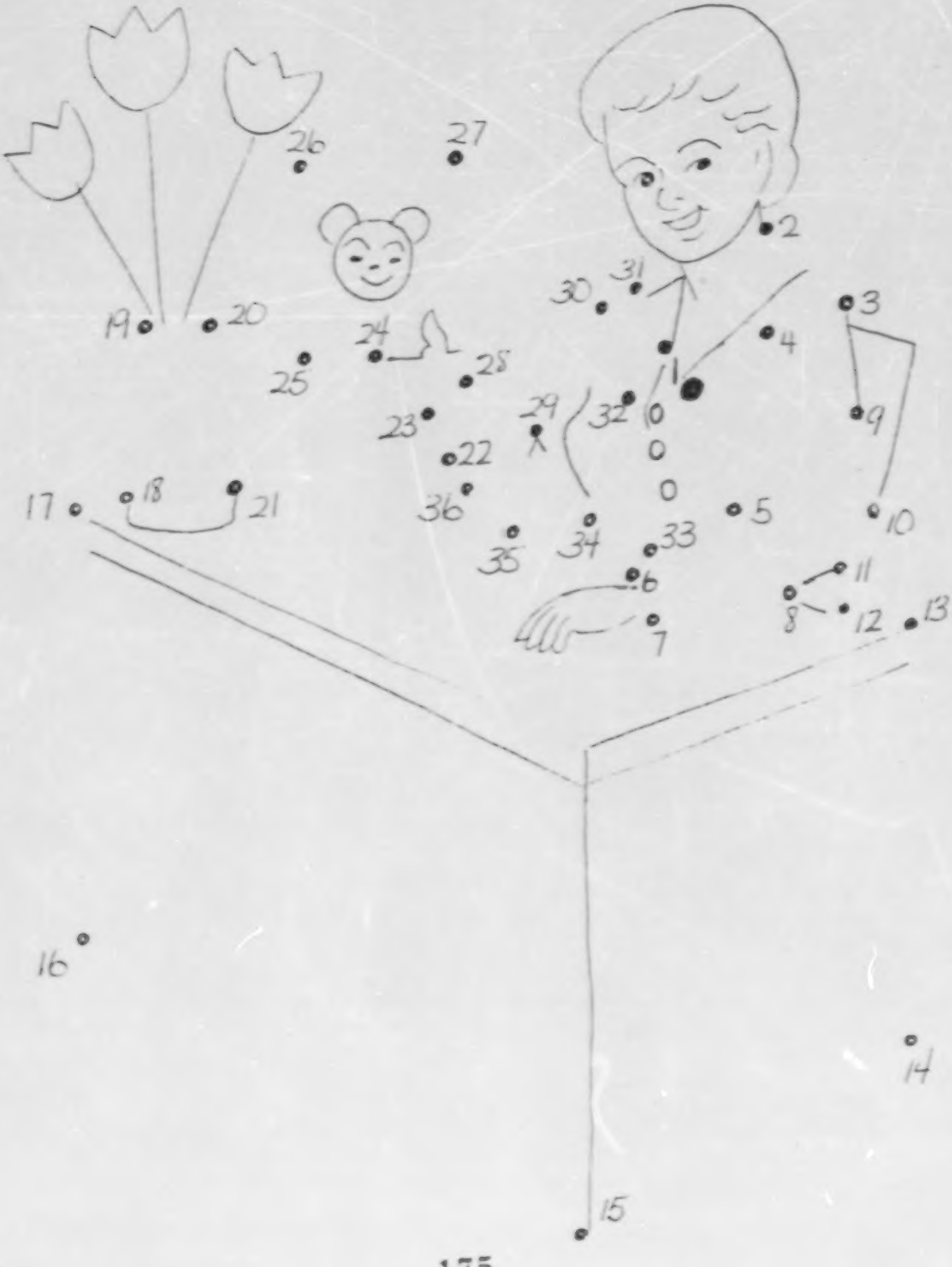
DOT-TO-DOT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CAREER GENERALIZATION:

Choice of career usually involves an optimization of needs.

CAREER OBJECTIVE:

The students will identify the components (positive and negative aspects) of a career.

PERFORMANCE OBJECTIVE:

Given a worksheet, the student will match the description of the careers with the picture with 70% accuracy.

MATERIALS:

Learning Activity #1
  *4 booklets
  Cassette tape and tape recorder
Learning Activity #2
  Paper sacks (enough for class)
  Multi-colored construction paper
  Scissors
  Glue
Learning Activity #3
  *Master copy
  *Answer Key

PREPARATION:

Learning Activity #1
  Learning Activity #1 is designed for four students at a time. Teacher will need to prepare a tape as stated on Instruction Sheet.
Learning Activity #2
  Learning Activity #2 is designed for the entire class. Prepare strips of construction paper appropriate for bodies, arms, feet of the puppets.
Learning Activity #3
  Reproduce as many copies of Learning Activity #3 as you need.

PROCEDURE:

Learning Activity #1
  Place the booklets in a learning center. Instruct the students, if necessary, on the operation of the cassette or tape recorder.
Learning Activity #2
  Instruct the class on how to make the puppets. When the puppets are completed, student should come to the front of the room and tell the positive and negative aspects of the career they chose.

Learning Activity #3

Distribute materials for Activity #3. Follow instructions given on worksheet.

EVALUATION:

The student should be able to complete the worksheet (Learning Activity #3) with 70% accuracy.

INSTRUCTION SHEET FOR LEARNING ACTIVITY #1

Teacher, you need to tape the following for the children to listen to while they read the booklets at a learning center.

"Boys and girls, the name of this booklet is 'Careers'. The word 'career' means all the things that happen every day of your life. There are six careers in this booklet: Firefighter, Beauty Operator, Doctor, Mail carrier, Librarian, and Waitress or Waiter.

Read the booklet along with me as you listen to the tape.

The first one we will read about is the Firefighter. Open your book to the first page.

Firefighter. A firefighter is a person who is trained to put out fires. A fire station is a building where firefighters work. The fire trucks and equipment used to put out fires are also kept in the fire station. When a firefighter is ON DUTY he/she is at work. A firefighter is usually on duty for 24 hours before going home. Then he/she stays at home for 24 hours. A firefighter sometimes has to go into burning buildings to save people's lives who are trapped inside.

Beauty Operator. A beauty operator is a person who goes to school to learn how to care for hair, skin and nails. He/she cuts, washes and combs hair. He/she styles it or sets it. The beauty shop is a busy place. Some beauty operators work from 8:00 in the morning until 8:00 at night. He/she makes people look and feel better.

Doctor. A doctor is a person who makes you feel better when you are sick. He/she also gives vaccinations so you will not get some diseases. A doctor goes to school a long time to learn all the things he/she needs to know to help people. Doctors work whenever someone needs them.

Mail Carrier. The mail carrier is the uniformed man or woman who delivers the mail. The mail carrier sorts the mail by the street numbers at the post office. The post office worker delivers the mail to the route boxes. The mail carrier picks up mail for the route from these boxes. The mail carrier then delivers mail to the houses on the route. He/she delivers the mail every day no matter what the weather is.

Librarian. A librarian is a person who helps people find good books at the library. The librarian also chooses books for the children's room, mends books that are worn, and puts new books on the shelves and puts cards for them in the drawers. Librarians should go through college and then study another year in a Library School.

Waitress or Waiter. A waitress or waiter is a person who takes customers' food orders. He/she serves them their food and makes out their bills. He/she clears the tables. Sometimes he/she sets the table again for the next customer. People want fast service. In a large restaurant waitresses or waiters may suggest special food and good things to drink. They often do extra things to make dining fun. They may serve a birthday cake to a customer who is having a birthday dinner."

CAREERS

WAITRESS OR WAITER

A waitress or waiter is a person who takes customers' food orders. She/he serves them their food and makes out their bills.

She/he clears the tables. Sometimes she/he sets the table again for the next customer. People want fast service.

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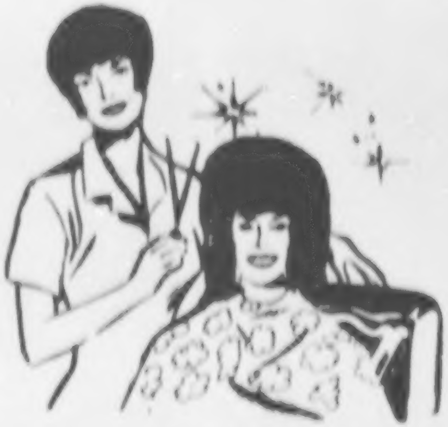

BEAUTY OPERATOR

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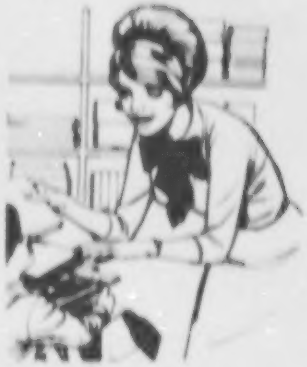
He/she cuts, washes and combs hair. He/she styles it or sets it.

The beauty shop is a busy place. Some beauty operators work from 8:00 in the morning until 8:00 at night.

They make people look and feel better.



LIBRARIAN

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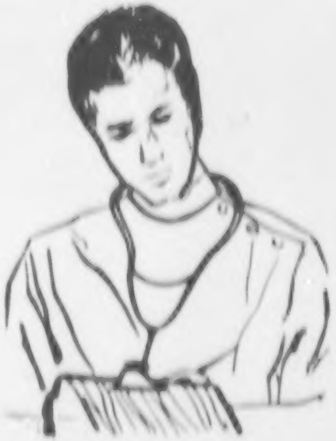
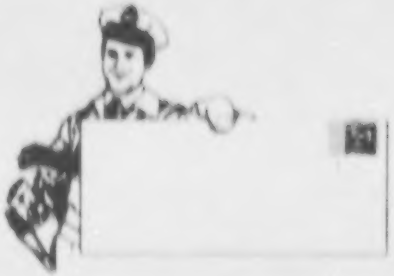


DOCTOR

A doctor is a person who makes you feel better when you are sick. He/she also gives vaccinations so you will not get some diseases.

A doctor goes to school a long time to learn all the things he/she needs to know to help people.

Doctors work whenever someone needs them.



MAIL CARRIER

The mail carrier is the uniformed person who delivers the mail.

The mail carrier sorts the mail by the street numbers at the post office. The post office worker delivers the mail to the route boxes. The mail carrier picks up mail for the route from these boxes. The mail carrier then delivers mail to the houses on the route.

The mail carrier delivers the mail every day no matter what the weather is.

INSTRUCTION SHEET FOR LEARNING ACTIVITY #2

Discuss with the children the booklet they read (and heard) at the learning center. Have the children name the six careers and list them on the board. A discussion should be held on the positive and negative aspects of the careers.

Show the children the sample puppet and explain that they will choose one of the six careers they read about and make a puppet like it. When the puppets are completed, the students should come up with their puppet one at a time and tell what they would like about "their career" and what they would dislike.

LEARNING ACTIVITY #3

Match the pictures to the sentence that describe them.

1. A person who makes you feel better when you are sick.

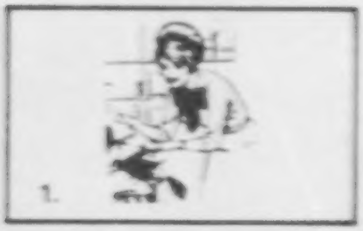
2. The uniformed person who delivers the mail.

3. The person who helps people find good books at the library.

4. A person who is trained to put out fires.

5. A person who cares for hair, skin, and nails.

6. A person who takes customers' food orders and serves them.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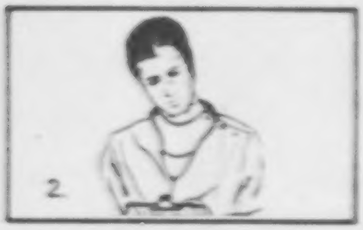
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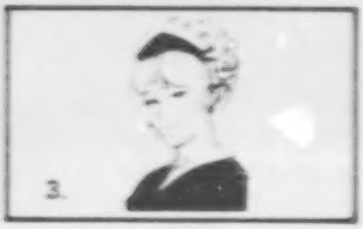
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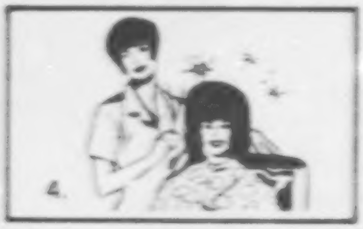
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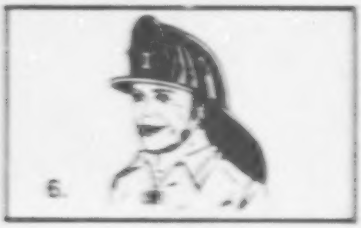
6.

PICTURES OF LEARNING ACTIVITY #3

1. Picture of a librarian
2. Picture of a doctor
3. Picture of a waitress or waiter
4. Picture of a beauty operator
5. Picture of a mail carrier
6. Picture of a firefighter

ANSWER KEY FOR ACTIVITY #3

1. 2
2. 5
3. 1
4. 6
5. 4
6. 3

Language Arts: To teach color words, shapes
To develop visual discrimination

K209B

CAREER GENERALIZATION:

Choice of career usually involves an optimization of greater and lesser needs.

CAREER OBJECTIVE:

The student will identify the components (positive and negative aspects) of a career-related decision.

PERFORMANCE OBJECTIVE:

Given the puzzle pieces, the child will be able to fit shapes and career possibilities together, with 80% accuracy.

MATERIALS:

*Work Riddles
*20 Puzzles with two pieces in each puzzle
*Ditto Sheets for children to paste puzzles on to identify shapes (24 sheets)
Paste
Scissors

PREPARATION:

The teacher will read the Riddles to the children and have them discuss why or if the occupation suggested is a good choice for the child described. Cut out the puzzle pieces. Reproduce four Ditto Sheets for each child.

PROCEDURE:

As a follow up activity, the children will be given four Ditto Sheets with the shapes traced on them. Then, give the pupils the 20 Puzzles with two pieces in each. The children are to match shapes, colors and career interests.

EVALUATION:

Have the children generalized that one's interests and abilities help determine a career choice?
Did each child match shapes correctly?
Did each child match colors correctly?

Language Arts: To teach color words, shapes
To develop visual discrimination

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Did each child match shapes correctly?
Did each child match colors correctly?

Work Riddles

Marie likes to make designs on rocks or aluminum or anything she can scratch a design on. She likes to study designs on silverware and old china. She spends quite a lot of time studying rocks. Do you know what Marie might do when she grows up?

Susan likes to make change in math class. She is saving money and puts it in a savings account at the bank. She keeps her pennies and nickels until she has a roll. Then she takes the roll to the bank. The teller tells her how to deposit the money. She enjoys talking with people. What would be a good job for Susan when she is an adult?

Sandy likes science. She especially likes to study about air. She likes to watch the clouds and learn how air pressure affects our weather. What would Sandy like to be?

Ken likes to eat out with mother and Daddy. Sometimes they eat at a lunch counter, sometimes at a drive-in, and sometimes at a Smorgasbord. He likes to help mother cook. He even likes to shop for the ingredients. What could Ken be when he grows up?

Bill likes to watch his father drive. He has already learned many things about engines. He knows the rules of safe driving. Sometimes he keeps a "logbook" when he travels with his family. Do you know what Bill wants to be when he grows up?

Carol likes to set the table. She likes to look at the neat table when she puts the knife, fork and spoon in the right place. She likes to work with people. She likes to make change. Do you think Carol would make a good waitress?

Don likes pets. He takes good care of his dog. He likes to read animal stories. He enjoys taking his puppy to the vet. Would Don make a good animal doctor?

Beth likes to go to the store for her mother. She visits with the storekeeper. She is interested to find out that food comes from all over the world. She likes to play store. Would Beth make a good storekeeper when she grows up?

Ruby likes people and is happy to meet new ones. She likes to travel when her parents take a vacation. Would Ruby like to be an airline stewardess?

John has been swimming since he was 3 or 4. He can start fast and turn fast. He knows the basic strokes and styles. He watches the swimmers in the Olympics. What would John enjoy doing when he is grown?

Duane likes sports. He follows rules and shows good team spirit. He reads all he can about Billie Jean King. What might Duane like to do when he grows up?

Dick likes to play with tools. He uses wrenches and pretends to take the pipes apart under the sink. Would Dick make a good plumber?

Sam likes to draw. He likes to study blueprints that his neighbor makes. He likes to visit buildings made of stone and marble. He likes to measure in math class. What profession could Sam enter when he is grown?

Mary likes to read traffic signs and street signs. She likes to work with people. She likes to watch her mother and father drive the car. She also likes to ride with her mother on the bus when they go downtown. What could Mary be when she grows up?

Karl likes to plant seeds and watch them grow. He takes the seeds apart to study them. He experiments to find out what plants need to grow. Karl likes to study and watch to find out things. What will Karl be when he grows up?

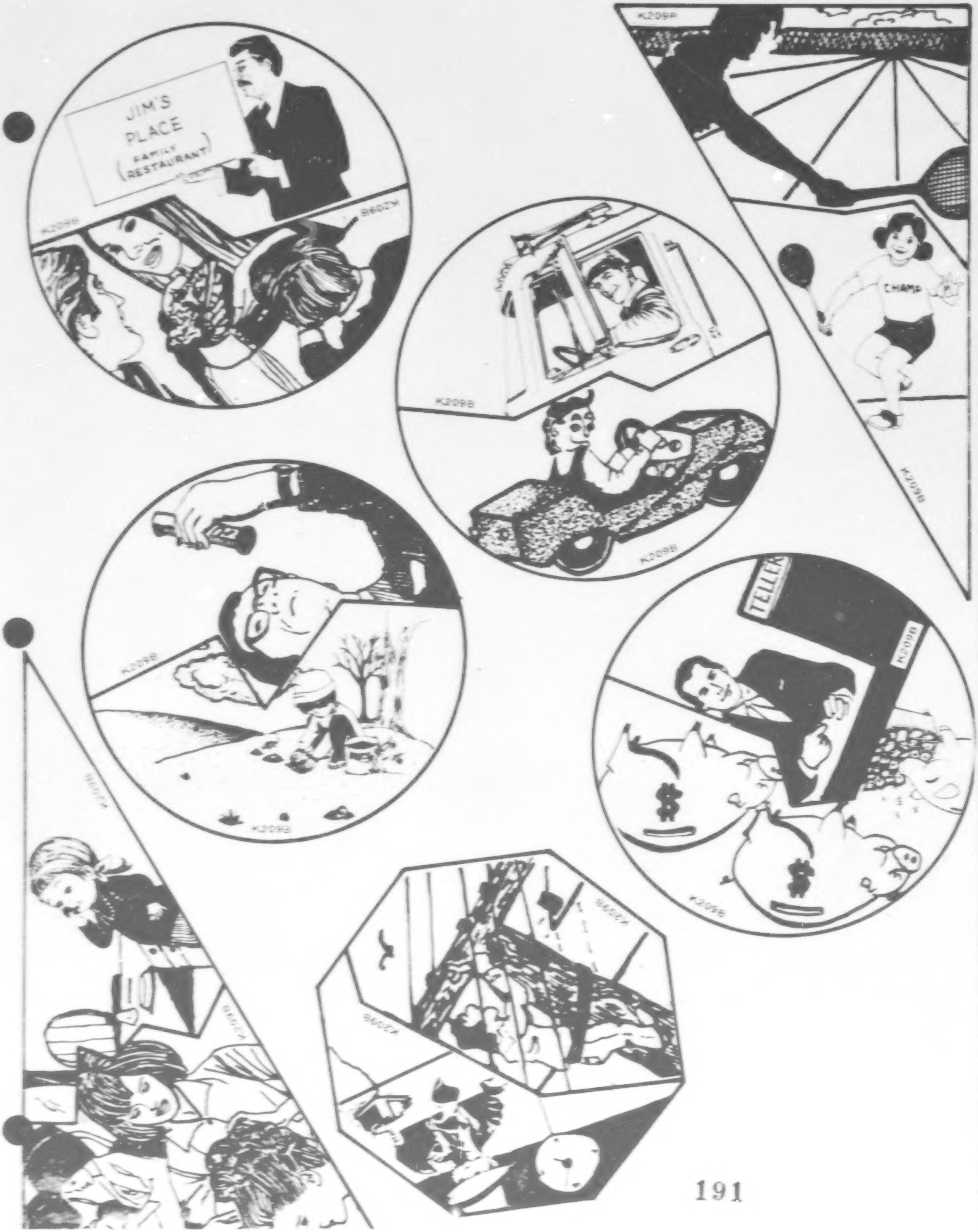
Charles likes to talk on the phone. He likes to help people. He likes to climb jungle gyms and poles. What would be a good occupation for Charles?

Everyday Mary plays hospital with her doll. She puts bandaids on pretend sores. She takes the doll's temperature and fixes a hot water bottle for Dolly. What do you think Mary should plan to do when she is grown?

Orville likes to keep his teeth white and bright. He likes to hear the buzzing as the machine takes an X-ray of his teeth. He likes to hear the whizz of a drill. He likes to do soap carving. Do you think Orville should be a dentist?

Jean likes to comb her hair. Sometimes she combs her little brother's hair. Sometimes her mother lets Jean and Kay, her friend, play dress up and use make-up. What could Jean be when she is an adult?

When Don was little he had a little red fire truck. He runs to the street when he hears the fire truck going by. He studies in school about fire safety. Would Don be a good firefighter when he grows up?


JIM'S PLACE
FAMILY RESTAURANT
CHAMP
TELLER
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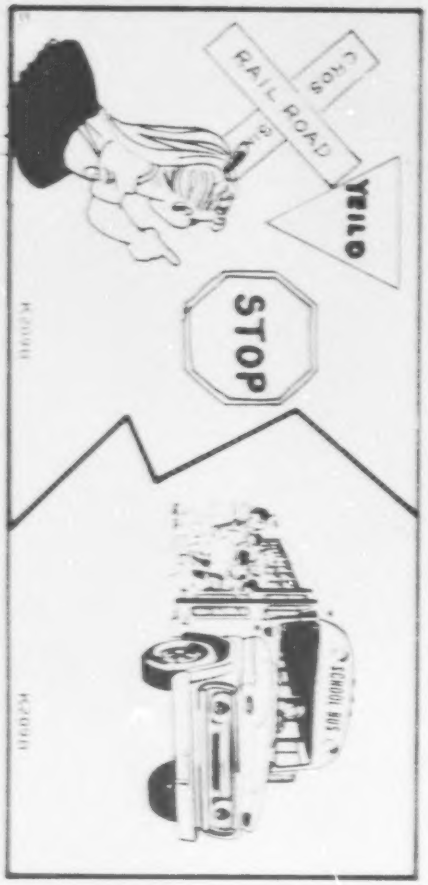
STOP
YEILD
RAIL ROAD
CROSSING
SCHOOL BUS
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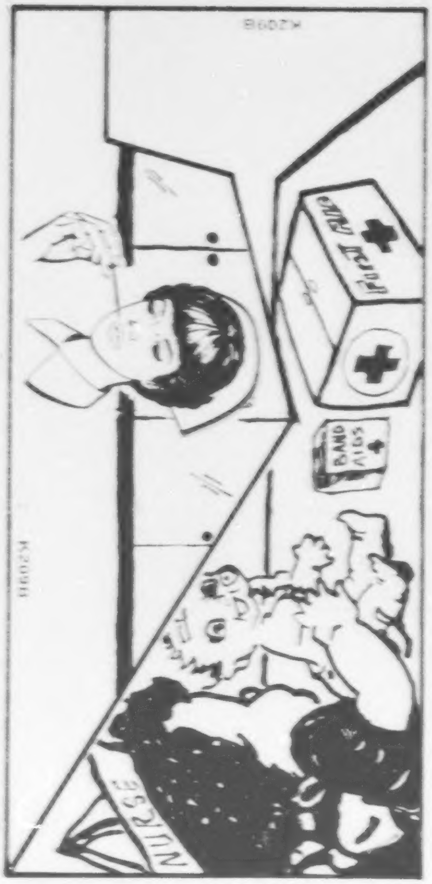
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First Aid
BAND AIDS
NURSE
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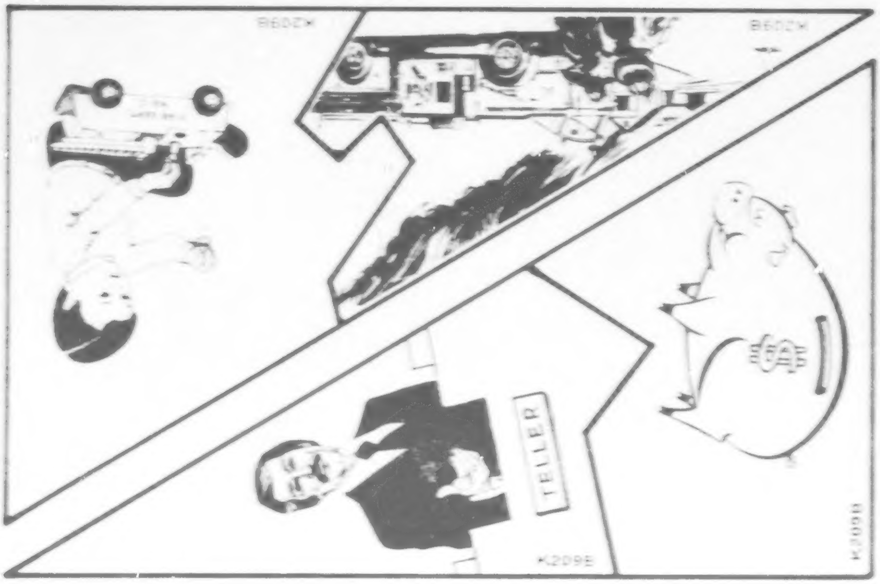
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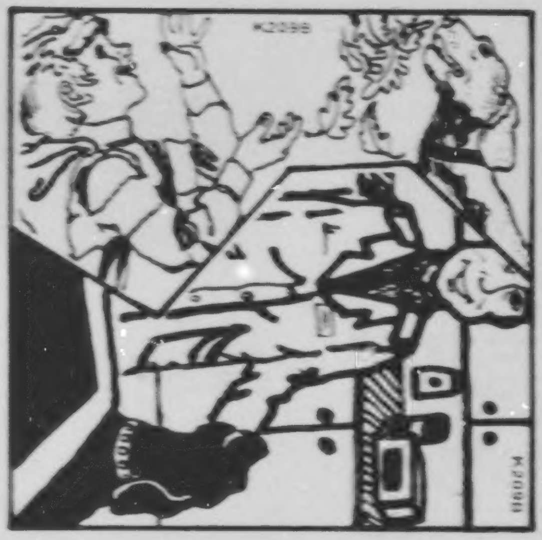
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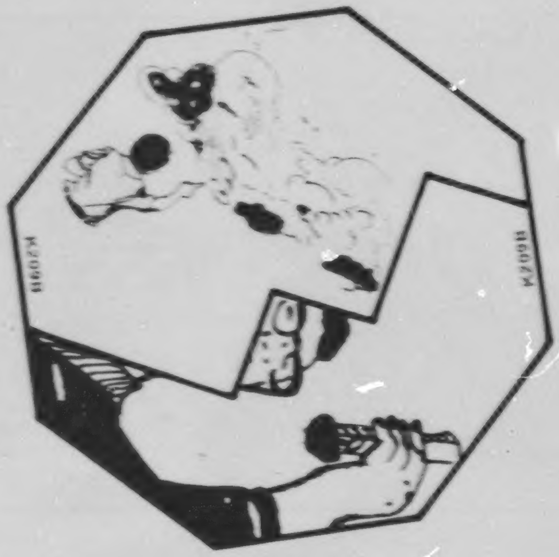
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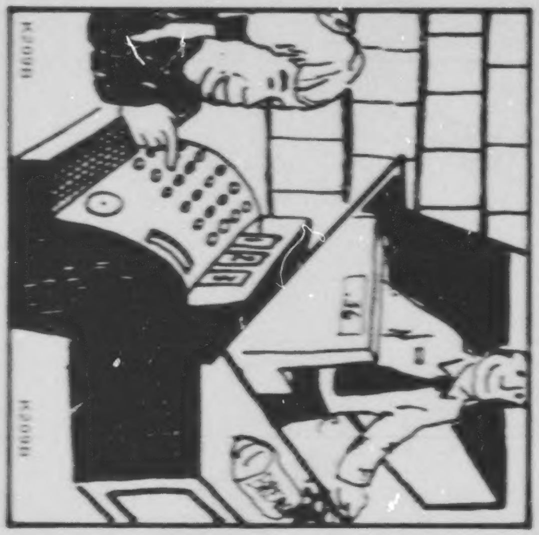
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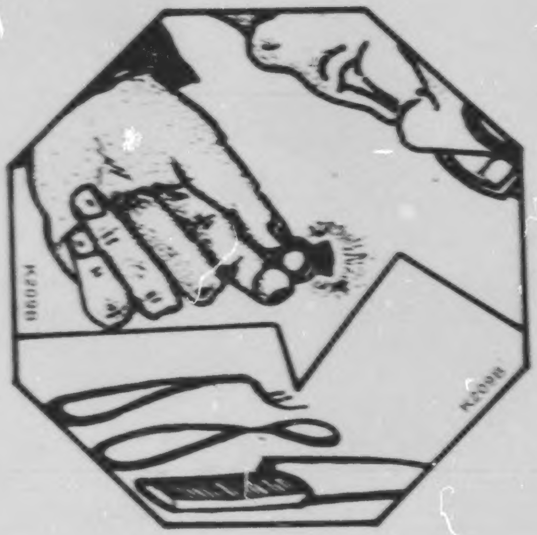
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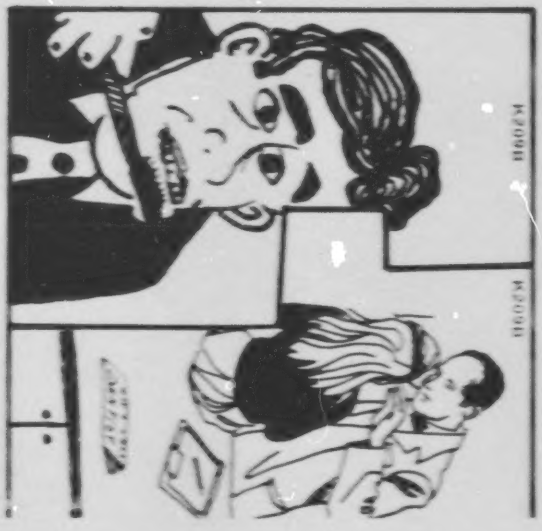
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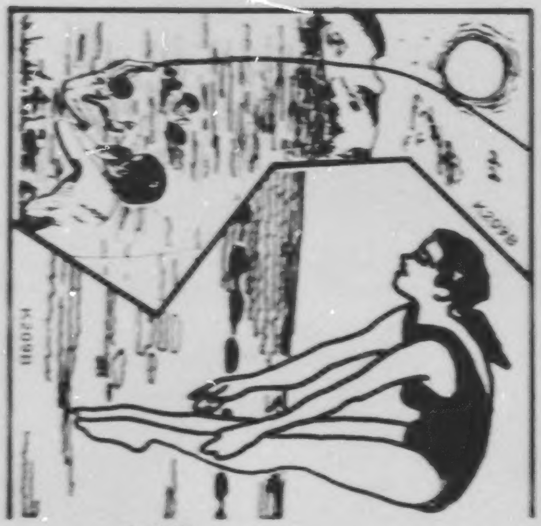
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CAREER GENERALIZATION:

Choice of career usually involves an optimization of greater and lesser needs.

CAREER OBJECTIVE:

The student will evaluate the alternatives in a career-related decision to produce an optimal decision in relation to his/her personal needs, values, and aspirations.

PERFORMANCE OBJECTIVE:

The student will match the Riddle Cards with related Occupation Pictures and explain his reason for matching as he did.

MATERIALS:

*Large Occupation Pictures - 10
*Small Picture Cards to match jobs - 40
*Riddle Cards - 40

PREPARATION:

Show pictures of farm, grocery store, baseball field, basketball court, doctor's office, nurse's station, inside of home, and some police officer's tools. Use 40 Small Picture Cards related to above jobs.

PROCEDURE:

This game should be played with about six people. Three students will be shown the large pictures and asked to choose the one they would rather be. Have them stand and hold the pictures so the other three players can see them. The teacher will begin by reading a riddle related to one of the three pictures. The other three players will try to guess it. The one that guesses the riddle will pick a Small Picture Card (the cards are placed face up) that relates to the riddle. The students will take turns picking cards until each one has had a turn. Play until all of the Small Picture Cards related to one large picture have been drawn. Then read another Riddle Card, related to one of the other two large pictures. Follow the same procedure.

EVALUATION:

The student should be asked why he picked a certain job from the others and should be able to explain how he thinks this job can fulfill his needs.

DISCUSS

HOW TO STOP FIRES

KEEP MATCHES IN A SAFE PLACE

DON'T PLAY WITH FIRE

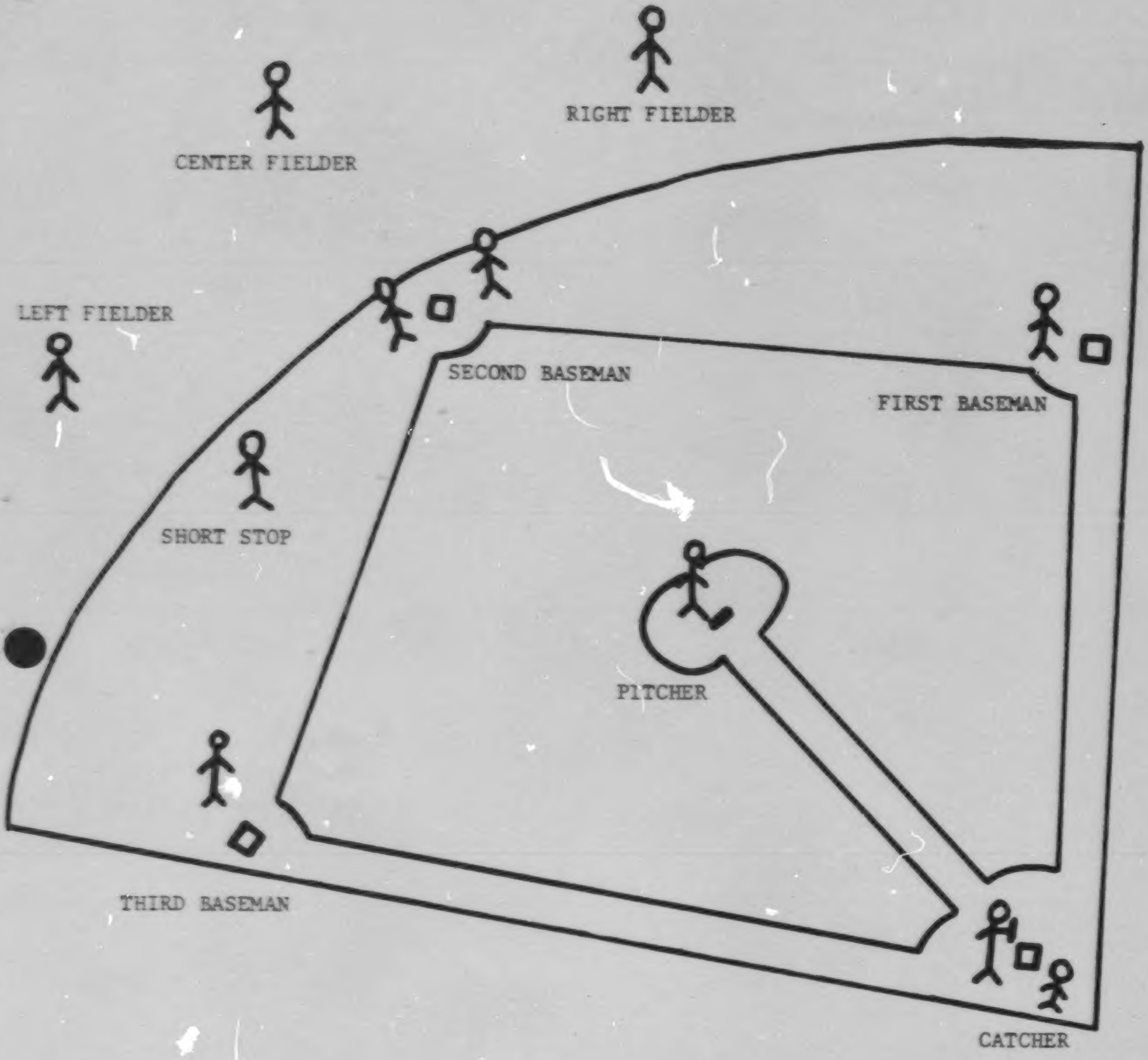
CLEAN OUT OLD RAGS AND PAPERS

PUT OUT CAMP FIRES

FIRE INSPECTORS

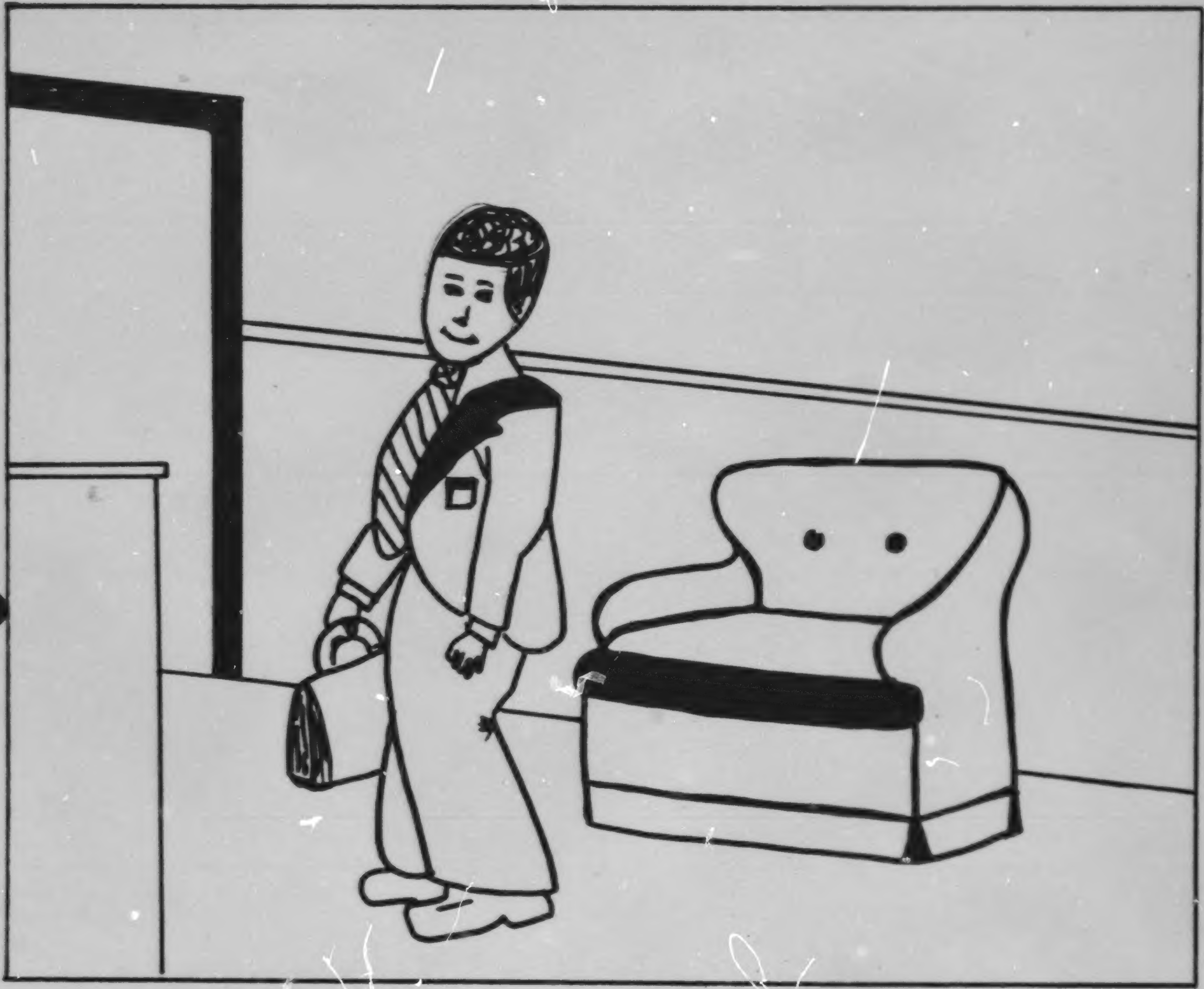
NAME TWO CHILDREN

DISCUSS


CENTER FIELDER
RIGHT FIELDER
LEFT FIELDER
SECOND BASEMAN
FIRST BASEMAN
SHORT STOP
PITCHER
THIRD BASEMAN
CATCHER

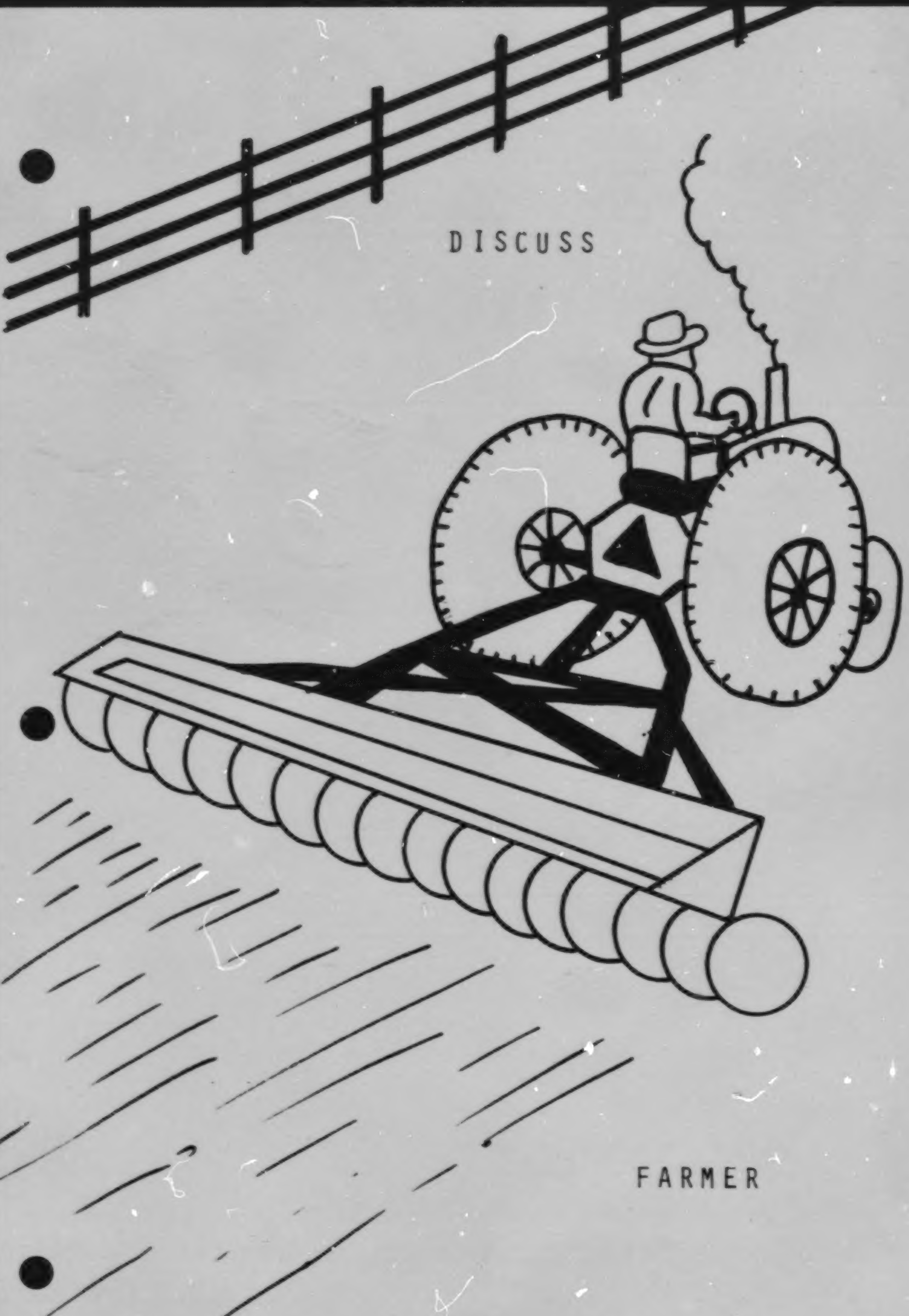
BASEBALL DIAGRAM

DISCUSS



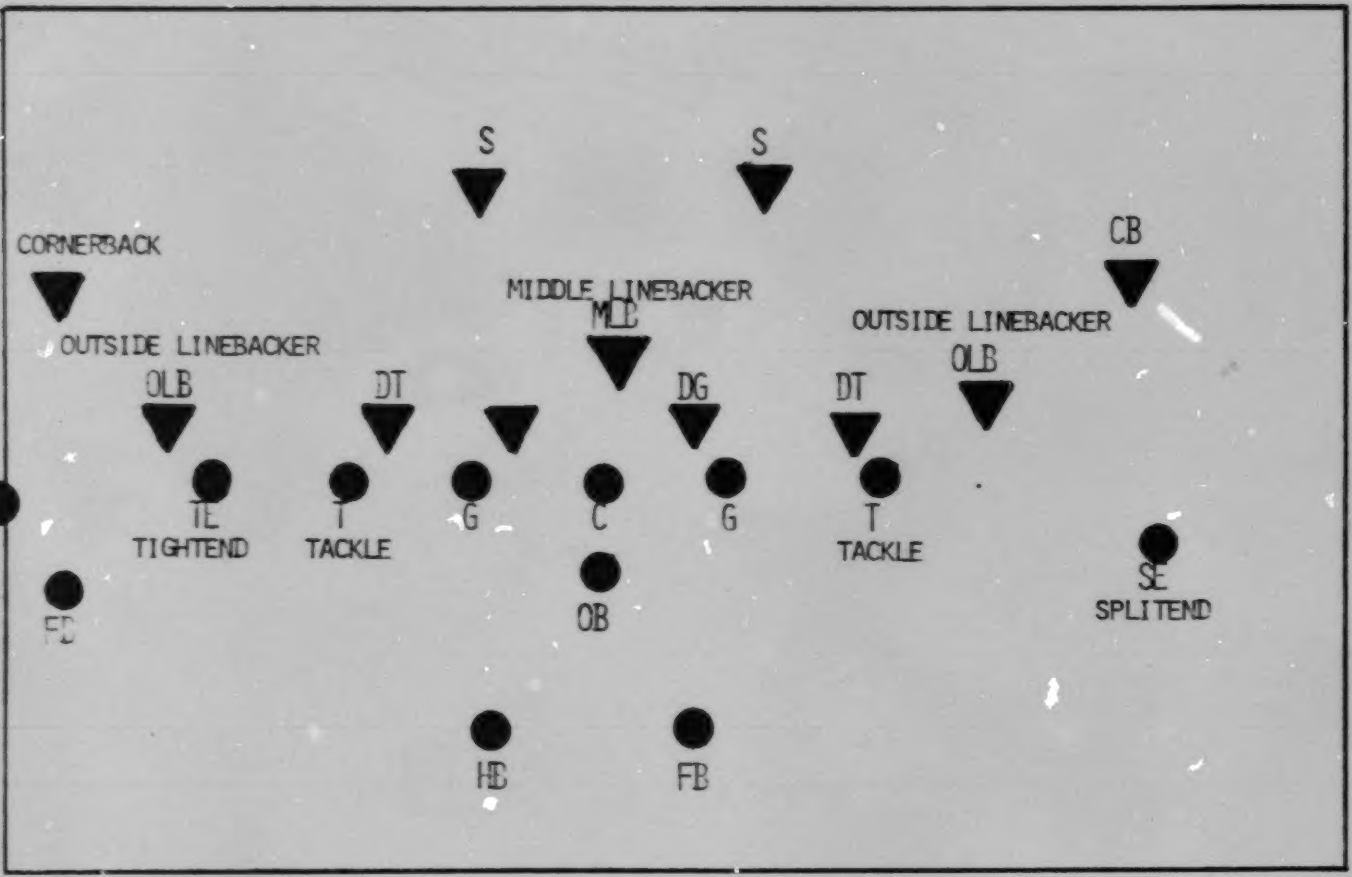
DOCTOR'S OFFICE

DISCUSS



FARMER

DISCUSS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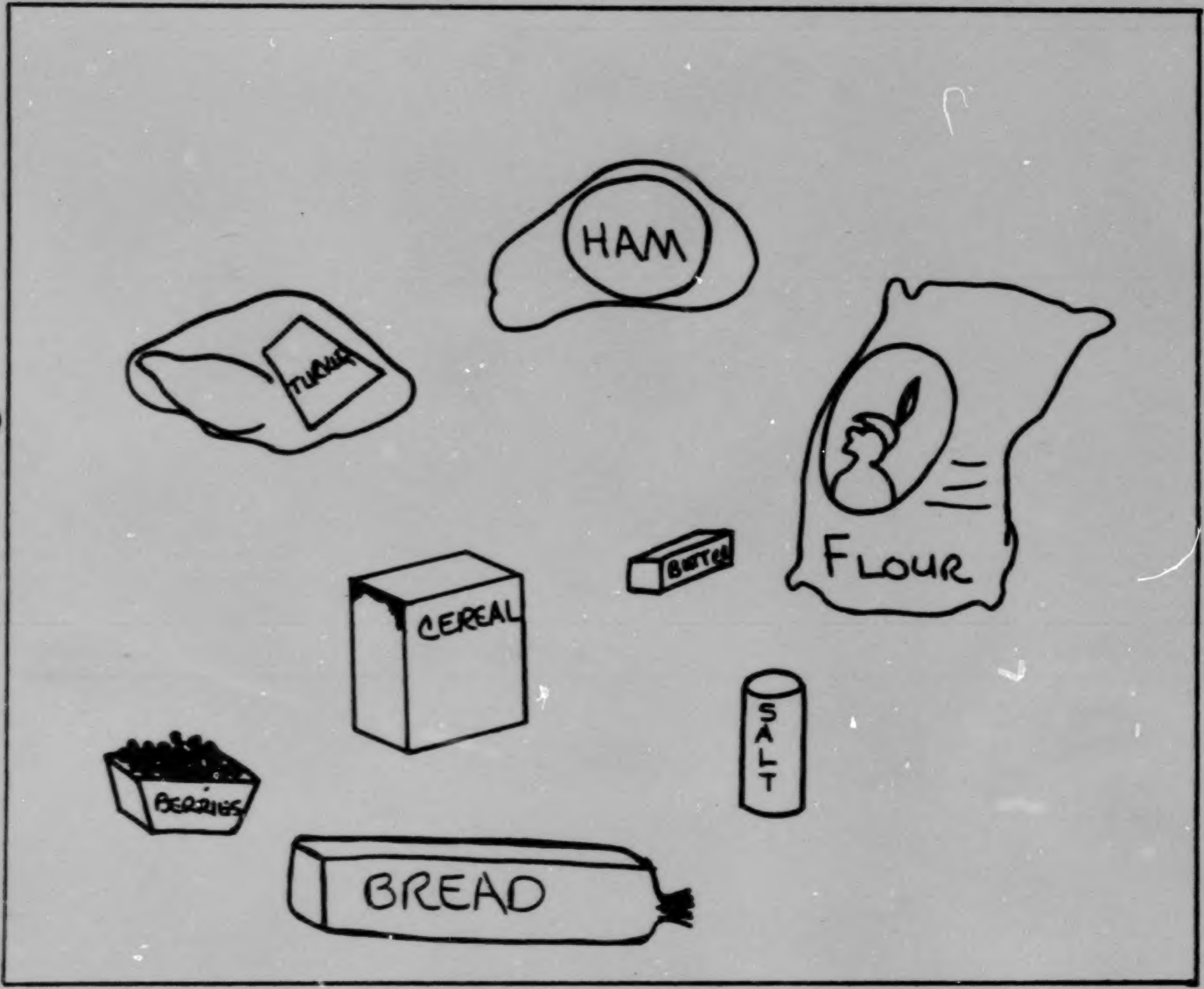
CORNERBACK
CB
MIDDLE LINEBACKER
MLB
OUTSIDE LINEBACKER
OUTSIDE LINEBACKER
OLB
DT
DG
DT
OLB
TE
TIGHTEND
T
TACKLE
G
C
G
T
TACKLE
SE
SPLITEND
FB
QB
HB
FB

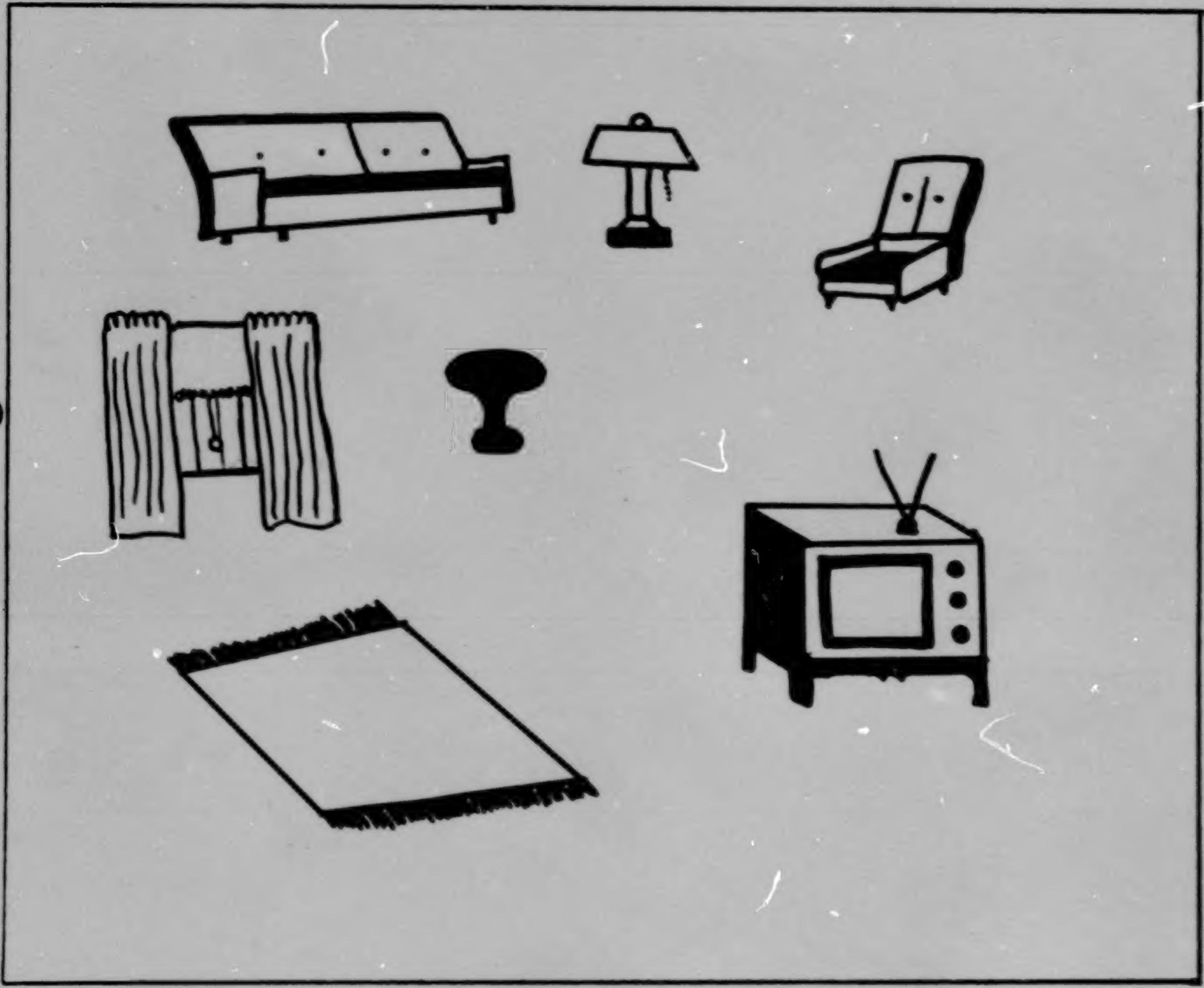
FOOTBALL FIELD DIAGRAM

DISCUSS


HAM
TURKEY
FLOUR
BUTTER
CEREAL
SALT
BERRIES
BREAD

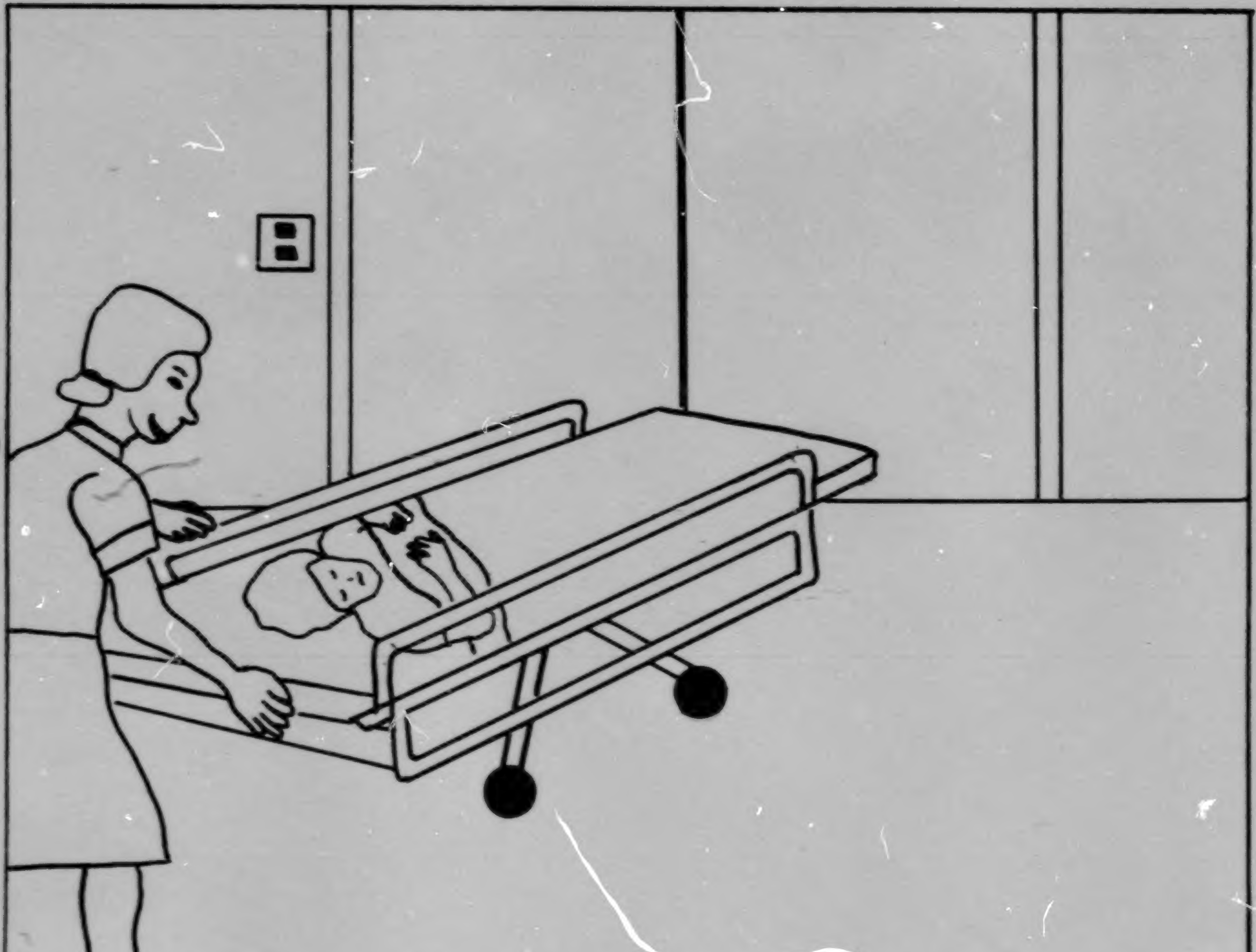
GROCERY STORE

DISCUSS



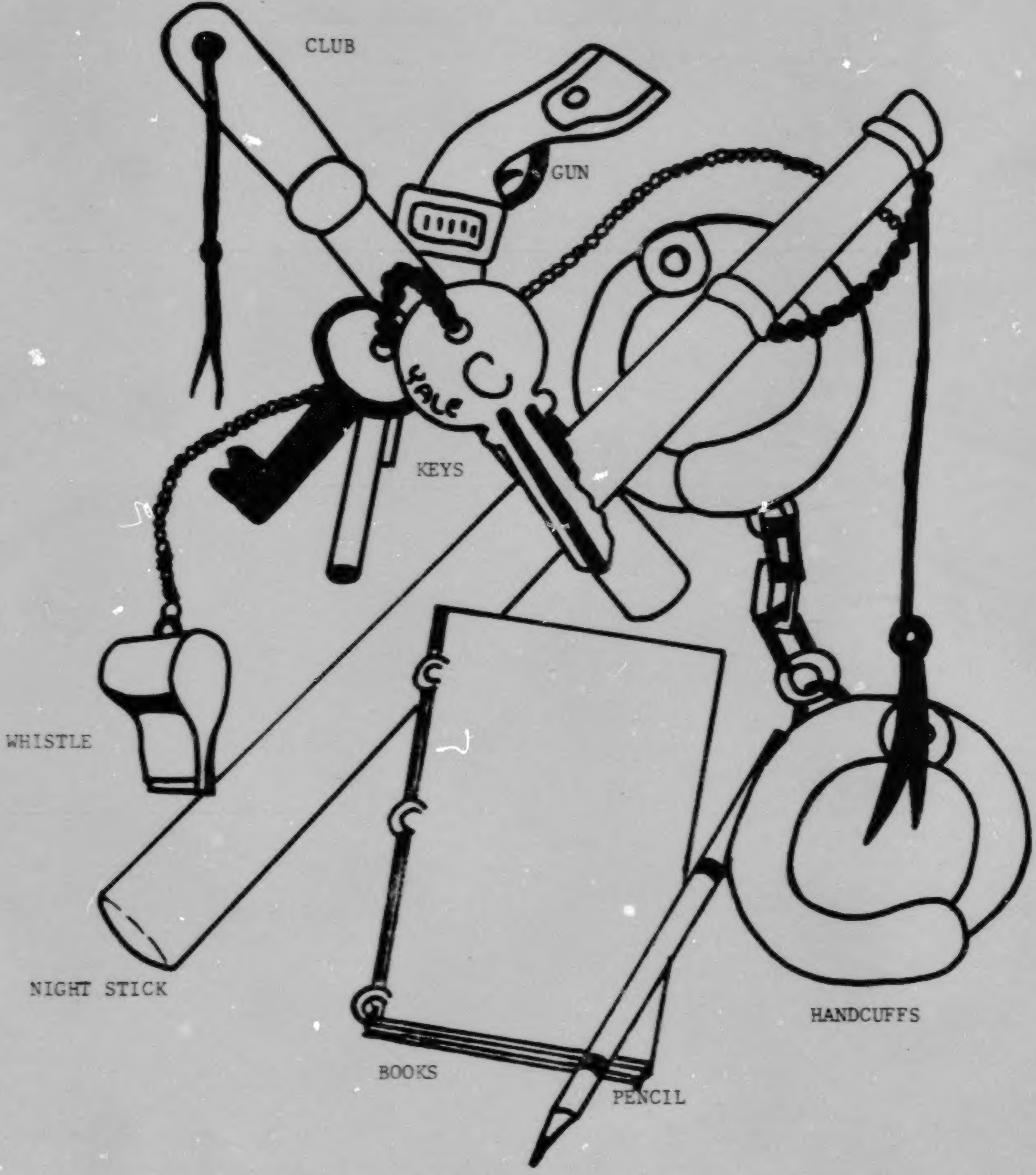
HOME

DISCUSS



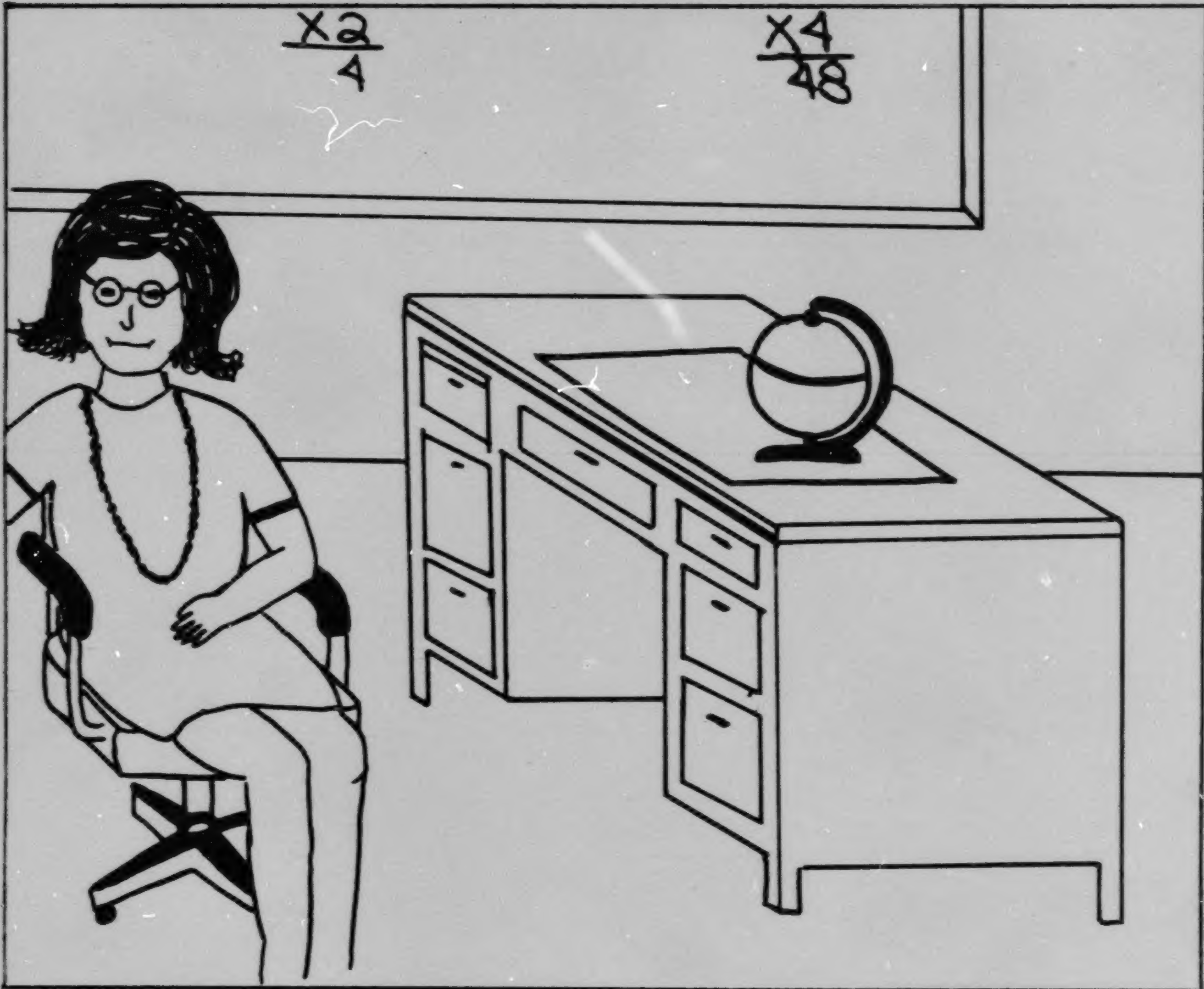
NURSE

DISCUSS


CLUB
GUN
YALE
KEYS
WHISTLE
NIGHT STICK
HANDCUFFS
BOOKS
PENCIL

POLICEMAN'S MATERIALS

DISCUSS



TEACHER

Language Arts: Listening; making decisions, reading K210C

CAREER GENERALIZATIONS:

Getting along with people is an important part of a successful career.

CAREER OBJECTIVE:

The student will analyze a situation and determine the human relations and communication skills most appropriate for achieving positive results.

PERFORMANCE OBJECTIVE:

Given a problem situation involving human relations, the student will give a positive solution that is acceptable to his peers in nine different cases.

MATERIALS:

*"Decisions" gameboard
*Problem Cards--36
*Playing Discs--4
Four toy dolls

PREPARATION:

This activity should be preceeded by the utilization in discussion periods of materials (Units IIIB, IVA, VC, VIC, and VIA) from the Duso Kit, published by American Guidance Services in Circle Pines, MN.

Cut out the playing cards. Laminate the cards and the gameboard if desired.

PROCEDURE:

There are four players. Each one has a playing disc with a happy face on one side and a sad face on the other side. Each player also has a toy doll. There is a stack of 36 cards in the center. On each card is typed an open-ended story with a problem situation involving interaction. The beginning player draws one of these cards. He reads (or has read to him) the open-ended story and is given 30 seconds to think of a positive ending for the story. If his three companion players feel that hehas given a good ending to his story, they turn their discs on their desk happy side up. The player then places his doll in the first square on his trail to a "Place in the Sun". If the players turn their discs sad face up, he does not move his doll because his ending was not a positive ending. The game continues from player to player until someone moves their doll out of the ninth block on their trail into a "Place in the Sun". That player is then the winner.

Evaluation:

The children are evaluating the opinions of their fellow players each time they vote yes or no with their happy face disc.

K210C

1. Sue and Alan are going to have a lemonade stand. Sue said, "I'll bring the sugar and the ice." Alan said, "All right and I'll bring ______________________________

______________________________.

K210C

2. Charlie and Tom have to wash their Dad's car. Charlie said, "I'll wash the hood and shine the windows." Tom said, "I'll ______________

______________________________.

K210C

3. Jane has five pieces of candy. Her friend Sally has none. Jane should ______________

______________________________.

K210C

4. Tom broke his mother's favorite vase when he tripped on the rug. What should Tom do?

____

______________________________.

K210C

5. John's mother works. Sometimes she is very tired when she comes home. How could John help his mother ? ______________________

____

______________________________.

K210C

6. Jerry wants to play with clay, but his number work isn't done. What should Jerry do?

____

____

______________________________.

K210C

7. Tom and Joe are good friends, but Joe is slow getting in line. Should Tom let Joe get in front of him in line?

____

______________________________.

K210C

8. Mary and Alice are friends. Mary gets her number work done quickly. Alice is slow. Should Mary let Alice copy from her paper?

____

______________________________.

K210C

9. Alice reads slowly, but she knows the words in the story. What could Alice do to help her read faster? ______________________

____

______________________________.

K210C

10. Don likes to play Cowboys and Indians. Andy likes to play Hide and Go Seek. They want To play together. What should they do?

____

______________________________.

K210C

11. The Christmas Program is just two days away and Tim does not know the poem he is to say. What should he do? ______________________

____

______________________________.

K210C

12. Susan is a new girl in the class. She feels lonely. How can Janie make her feel better?

____

____

______________________________.

K210C

13. There are seven boys playing football. Dan is standing watching them play. What should the boys do?

____

____

______________________________.

K210C

14. Karl likes to play with Victor and Mark, but Victor doesn'twant Mark to play. What should Karl tell Victor? ____________________

____

______________________________.

K210C

15. Tammie has two pencils, but no paper. Nancy has a tablet, but no pencil. How could they help each other? ____________________

____

______________________________.

K210C

16. Lonnie goes out to play without his jacket when the wind is cold. What will happen to Lonnie? ____________________

____

______________________________.

K210C

17. Harry has a question, but his teacher has a group reading to her. What should Harry do? ______________________

____

______________________________.

K210C

18. Doris has noisy slippers. Everyone looks up when she goes to the wastebasket. What should Doris do? ______________________

____

______________________________.

K210C

19. David likes free play but he doesn't like to do his seat work. Sometimes he takes free play before his work is done. What should his teacher do? ______________

____

______________________________.

K210C

20. Donald does not put things back where he found them at the Interest Centers. What should his teacher do? ______________

____

______________________________.

K210C

21. Trudy knows the answers, but her writing is so messy the teacher can't read it. Should the teacher count her work right? ________

____

____.

K210C

22. Don never listens. When it's time to begin an art project, he doesn't know what to do. Should the teacher take time to tell him again how to do the art project? ____________

____

____.

K210C

23. Terry never puts his things away when the teacher says it's time for music. Should the whole class have to wait until he decides to get ready for music? ____________

____

____.

K210C

24. The floor around John's desk is always dirty. He forgets to scrape his shoes before he comes into the school house. What should the teacher do?

____

____

____.

K210C

25. Donna is always turning around to ask Sally questions. Sally can't get her lessons because Donna talks to her so much. What could Sally do? ______________________________

____

______________________________.

K210C

26. Sally has three friends and only two candy bars. What should Sally do? ____________

____

______________________________.

K210C

27. Tom sits in the back of the room. He can't see what the teacher writes on the blackboard. What should he do? ____________________

____

______________________________.

K210C

28. Jamie frequently forgets rules. How can his teacher help him remember rules better?

____

______________________________.

K210C

29. The Lunch Aide says, "Tom is always noisy in the lunch line." What should she do about noisy Tom? ______________________________

____

______________________________________.

K210C

30. The class is going to a Puppet Show in the auditorium. What should each boy and girl remember to be? ____________________

______________________________________.

K210C

31. Randy isn't very good at playing ball. Should the boys leave him out of the game? ________

____

______________________________________.

K210C

32. There are only four swings on the play ground. Many children like to swing. What should the first children swinging do? ____________

____

______________________________________.

K210C

33. Rudy has a pet puppy. What do pet puppies need? ____________________

____

____________________________________.

K210C

34. Karl likes lizards. He would like to know more about them. How could the librarian help him?

____

____

____________________________________.

K210C

35. Sue has a very bad cough. Why should Sue stay home until her cough is better? ____________

____

____________________________________.

K210C

36. Johnny likes the interest center with paints. What should he remember when it's his turn to use the paints? ____________________

____

____________________________________.

CAREER GENERALIZATION:

Getting along with people is an important part of a successful life.

CAREER OBJECTIVE:

The student will evaluate his/her own competencies in human relations and communication skills in a variety of settings.

PERFORMANCE OBJECTIVE:

Given the occupation card set and worksheet, the student will identify (Kindergarten) and list (first and second grade) human relations and communicative skills that relate to a successful life with 85% accuracy.

MATERIALS:

*Occupation Card Set
*Worksheet
*Answer Key to Worksheet
*Getting Along With People Sheets - 5
Crayon

PREPARATION:

Discuss each of the twenty-five human relations and communications skills on the Getting Along With People Sheet, so that the child will be able to identify each skill by its picture. Discussion of the occupations would also help children.

PROCEDURE:

Place the worksheets and set of Occupation Cards in a learning center for two to three children. The thirty-two cards should be divided among the children. After a child finishes one pile, he may exchange for a new pile.

One occupation card should be placed on the worksheet where it says ME. The child should turn up one card at a time and place an X in each of the boxes that seems appropriate to that particular occupation.

Encourage interaction among students on why they marked certain human relations and communication skills for specific occupations. They may check their work on the Answer Key .

EVALUATION:

The student should find that it will take numerous human relations and communication skills listed on the worksheet to succeed in each occupation.

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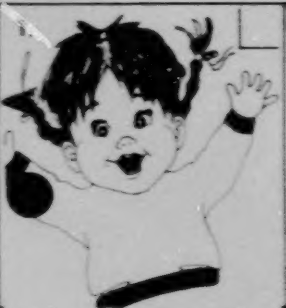

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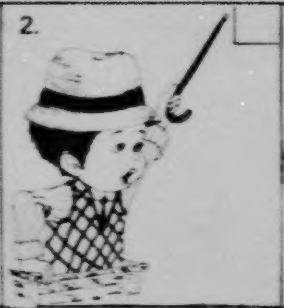

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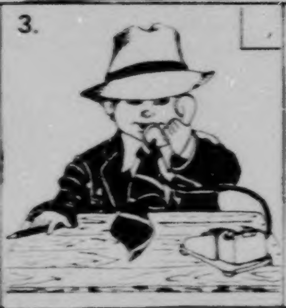

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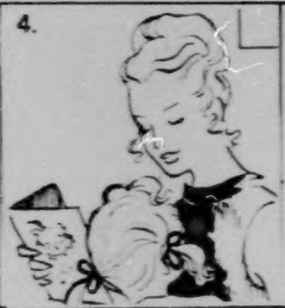

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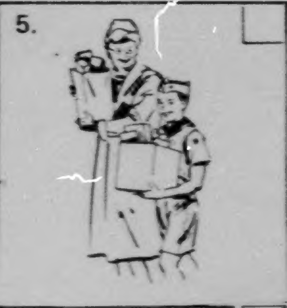

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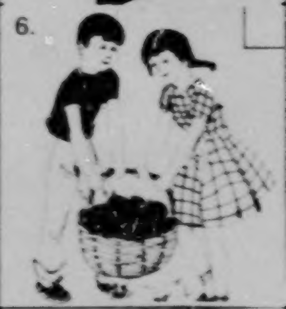

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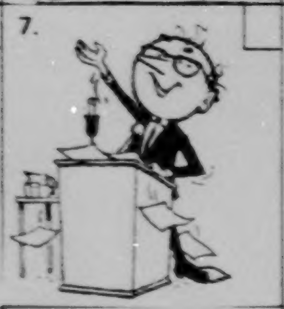

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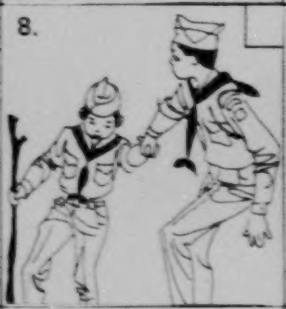

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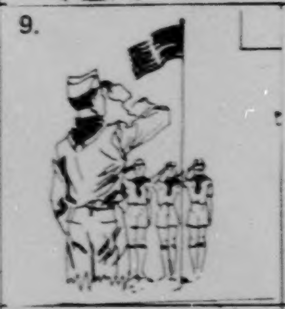

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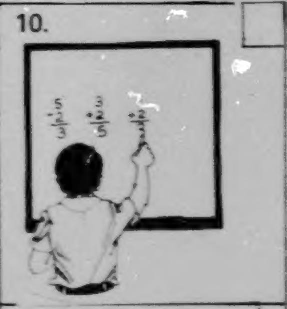

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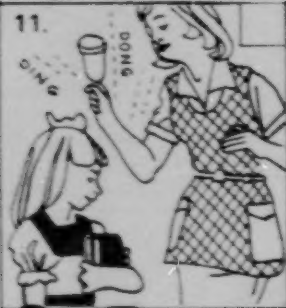

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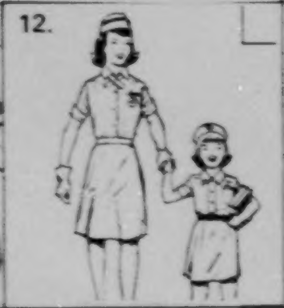

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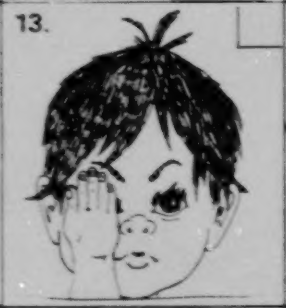

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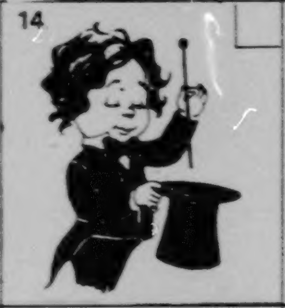

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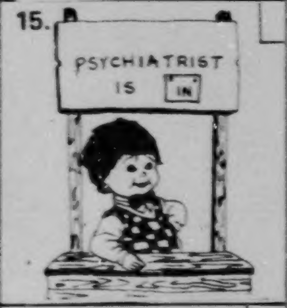
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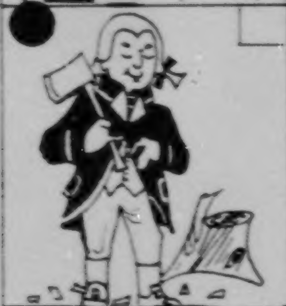

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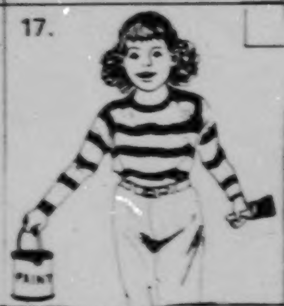

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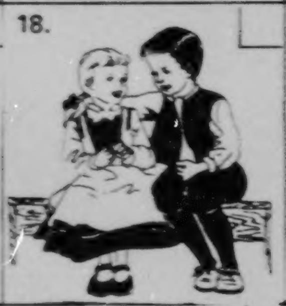

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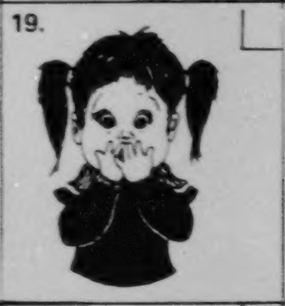

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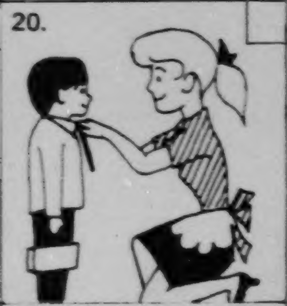

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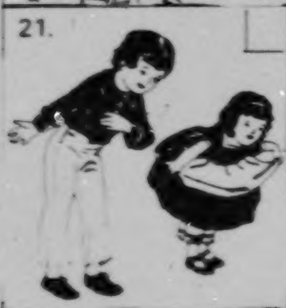

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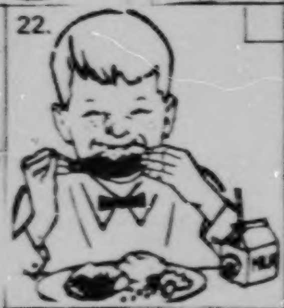

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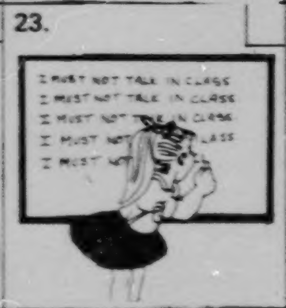
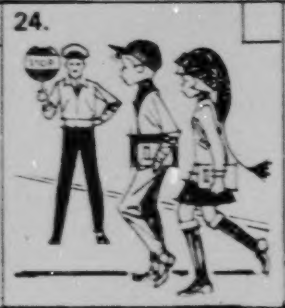

I MUST NOT TALK IN CLASS
I MUST NOT TALK IN CLASS
I MUST NOT TALK IN CLASS
I MUST NOT TALK IN CLASS
I MUST NOT

24.



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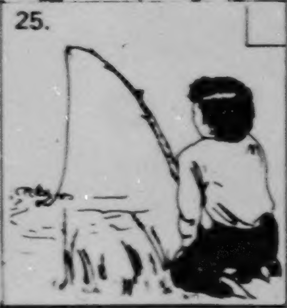


ME

KEY TO WORKSHEET

1. 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 13, 14, 15, 16, 17, 18, 20, 21, 22, 23, 24, 25
2. 1, 2, 3, 4, 6, 7, 8, 9, 10, 11, 13, 14, 15, 16, 17, 18, 20, 21, 22, 23, 25
3. 1 - 25
4. 1 - 25
5. 1, 3, 4, 5, 6, 8, 9, 10, 11, 13, 14, 16, 20, 21, 22, 23, 24
6. 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 13, 14, 16, 18, 19, 20, 21, 22, 23, 24
7. 1 - 25
8. 1 - 25
9. 1, 3, 4, 5, 7, 8, 9, 10, 13, 14, 16, 17, 18, 20, 21, 22, 23, 24
10. 1 - 25
11. 1, 3, 4, 6, 9, 10, 11, 13, 14, 15, 16, 18, 20, 22, 23, 24, 25
12. 1, 3, 4, 5, 6, 8, 9, 10, 11, 13, 14, 16, 20, 21, 22, 23, 24
13. 1 - 25
14. 1 - 25
15. 1 - 25

16. 1, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 16, 17, 18, 20, 21, 22, 24

17. 1, 2, 3, 4, 6, 8, 10, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25

18. 1, 3, 4, 6, 7, 8, 10, 13, 14, 16, 18, 20, 21, 22, 23, 25

19. 1, 3, 4, 6, 7, 8, 9, 10, 11, 13, 14, 16, 17, 18, 20, 21, 22, 23, 24, 25

20. 1, 3, 4, 5, 6, 8, 9, 10, 11, 13, 14, 15, 16, 18, 20, 21, 22, 23, 24, 25

21. 1, 3, 4, 5, 6, 7, 8, 9, 13, 14, 16, 20, 22, 24

22. 1 - 25

23. 1, 2, 3, 4, 6, 7, 8, 10, 11, 13, 14, 16, 17, 18, 20, 21, 22, 24, 25

24. 1 - 25

25. 1, 4, 6, 7, 8, 9, 10, 11, 13, 14, 16, 17, 18, 20, 21, 22, 23, 24, 25

26. 1, 3, 4, 6, 8, 10, 11, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25

27. 1, 3, 4, 6, 8, 10, 11, 13, 14, 16, 18, 20, 21, 23, 25

28. 1 - 25

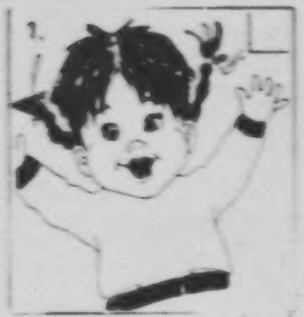
29. 1 - 25

30. 1 - 25

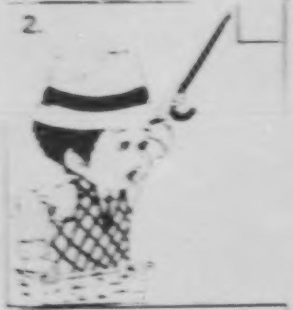
31. 1 - 25

32. 1 - 25

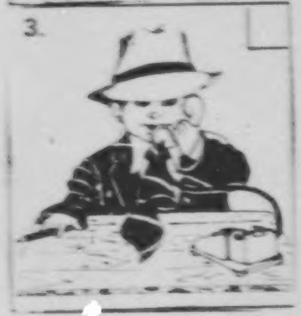
GETTING ALONG WITH PEOPLE SHEETS



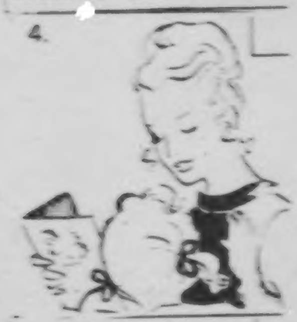
1. Happy - one who is pleasant and alive



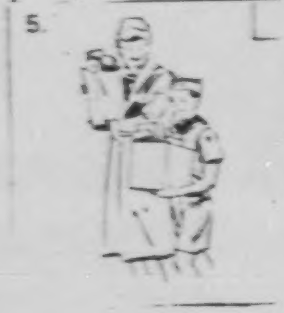
2. Speak - one who can tell or express what he feels



3. Use telephone - one who can dial and talk correctly on the telephone



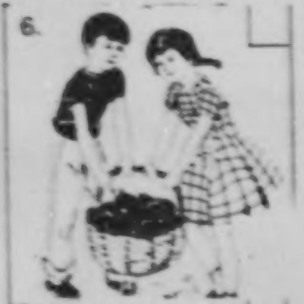
4. Hearing - one who can receive and recognize sound



5. Help others - one who assists someone in need

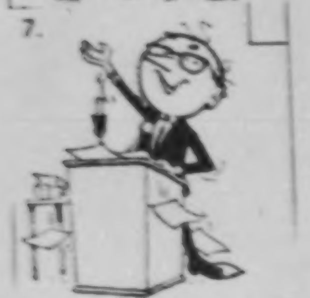
GETTING ALONG WITH PEOPLE SHEETS

6.



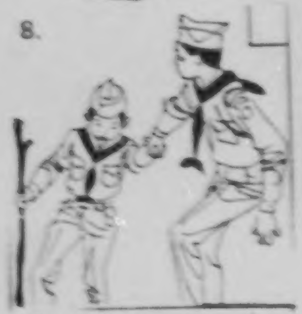
6. Cooperate - work together for a common goal

7.



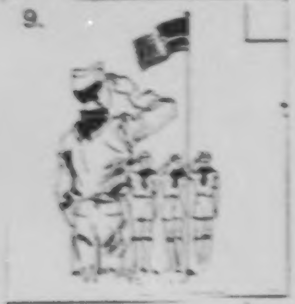
7. Report - one who can tell something so others understand

8.



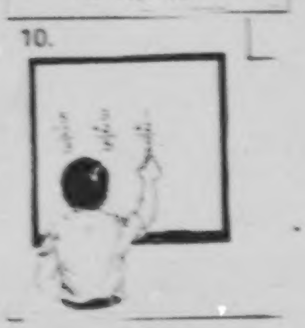
8. Friendly - one who is a pal, and shows he is happy to know others

9.



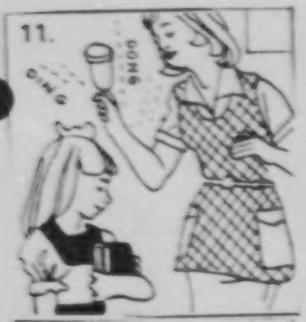
9. Loyal - one who is respectful towards others. He stands up for what he believes in.

10.



10. Numbers - one who knows how to use numbers

GETTING ALONG WITH PEOPLE SHEETS


11.
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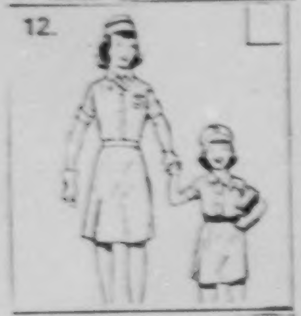
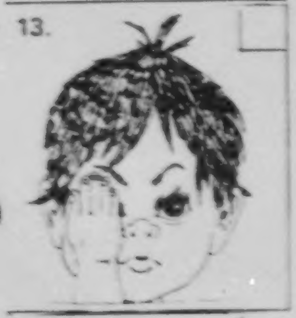
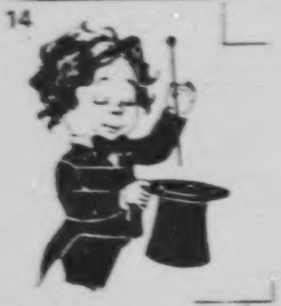
11. Good Conduct - one who does what is right



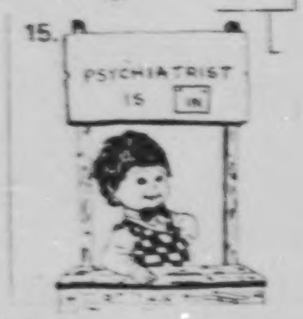
12. Leader - one who is in command; guides others



13. Vision - one who can see well

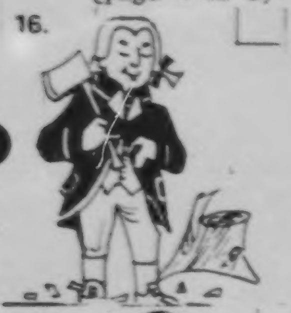


14. Confident - one who is sure of what he is doing


15.
PSYCHIATRIST
IS IN

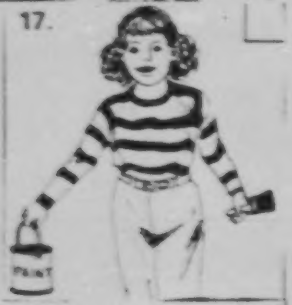
15. Understanding - one who is sympathetic and listens to problems of others

16. ☐



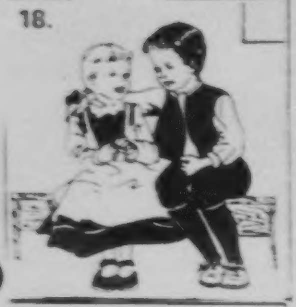
16. Honest - one who tells the truth

17. ☐



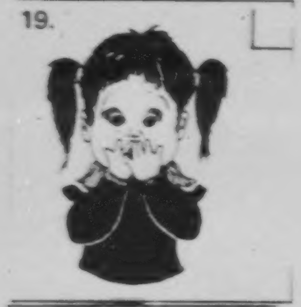
17. Willing - one who gladly helps out

18. ☐



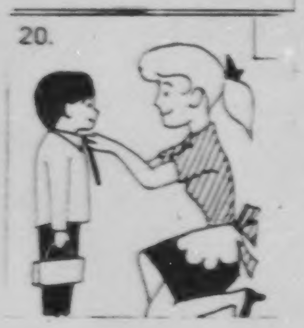
18. Listening - one who is willing to
hear what another has
to say

19. ☐



19. Facial expression - one who uses eyes,
hands etc., when
talking

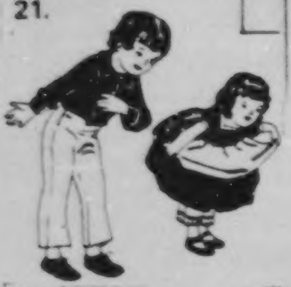
20. ☐



20. Dependable - one you can rely on to
help you

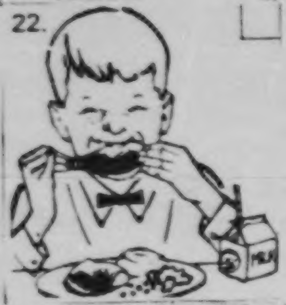
GETTING ALONG WITH PEOPLE SHEETS

21. ☐



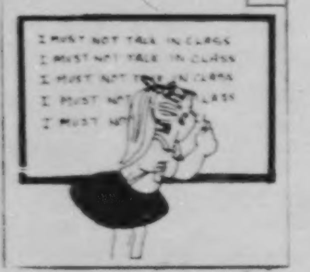
21. Courtesy - one who is polite and kind

22. ☐



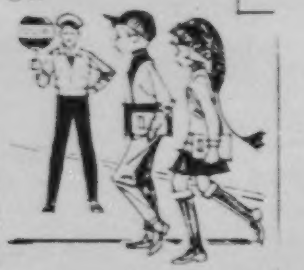
22. Good health and appearance -
one who takes care of himself
and dresses neatly

23. ☐


I MUST NOT TALK IN CLASS
I MUST NOT TALK IN CLASS
I MUST NOT TALK IN CLASS

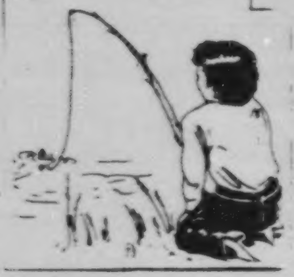
23. Write - one who can write legibly

24. ☐



24. Obey rules - one who follows orders

25. ☐



25. Patient - one who can wait his turn
and be kind to obnoxious
people

CAREER GENERALIZATION:

Different job functions require different clothing, equipment, instruments, and/or tools.

CAREER OBJECTIVES:

The student will identify the clothing, equipment, instruments, and/or tools related to different occupations.

PERFORMANCE OBJECTIVES:

The student will match tool pictures with worker names on an occupation card with 100% accuracy.

MATERIALS:

*Occupational Card
*Tool Picture - 12

PREPARATION:

This activity is designed for six students in learning center. Reproduce six copies of the Occupation Card and six sets of the Tool Picture Cards. Laminate, if desired. Hold a brief discussion on the tools that different workers use.

PROCEDURE:

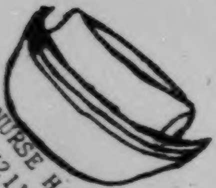
Each student will receive an Occupational Card and one bundle of Tool Picture Cards. They will then place correct Tool Pictures under the worker columns on the Occupational Card.

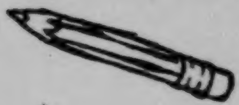
EVALUATION:

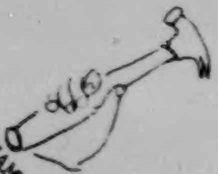
Students exchange and check each others cards.

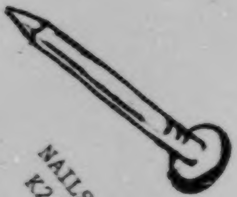
Occupational Card

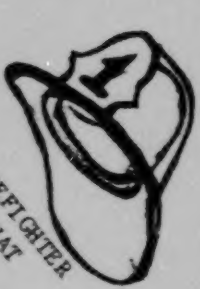
CARPENTER	NURSE	SECRETARY	FIREFIGHTER

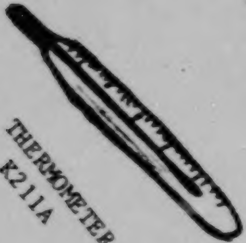

NURSE HAT
K211A

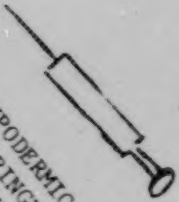

PENCIL
K211A

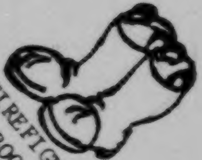

HAMMER
K211A

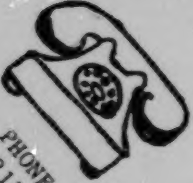

NAILS
K211A

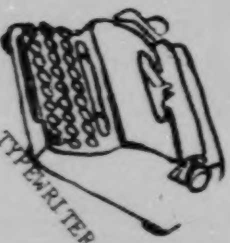

K211A
FIREFIGHTER
HAT

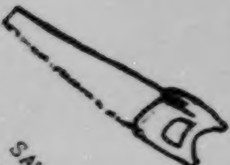

THERMOMETER
K211A

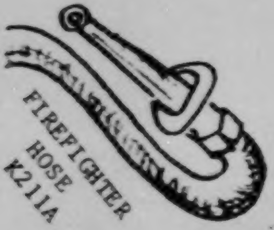

HYPODERMIC
SYRINGE
K211A


FIREFIGHTER
BOOTS
K211A


PHONE
K211A


TYPEWRITER


SAW
K211A


FIREFIGHTER
HOSE
K211A

CAREER GENERALIZATION:

Different job functions require different clothing, equipment, instruments, and/or tools related to different occupations.

CAREER OBJECTIVE:

The student will compare and contrast the different functions or different clothing, tools, equipment, and instruments in a variety of occupations.

PERFORMANCE OBJECTIVE:

The student will group different workers who use similar tools and clothing for the same functions.

MATERIALS:

*Tool Sheets - 2	Glue
*Occupation Discs - 24	Scissors

PREPARATION:

This categorizing exercise is designed for one or two students. Place the materials necessary to play the game in a learning center.

PROCEDURE:

If one student uses the exercise, give him materials, glue and scissors. He then simply completes both sheets and uses all twenty-four discs. If two students play, each will have one sheet and will use twelve occupation discs. Occupations are used more than once.

EVALUATION:

The student should be able to complete the sheet with 75% accuracy. If not, have the student play the game again with a different set of cards or engage in another activity in this section.

Tool Sheet

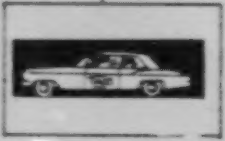
K211B

K211B

K211B

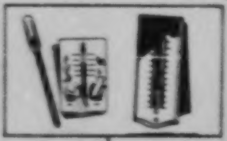
K211B

Cars are used by workers?



Which worker uses them?

Thermometers are used by workers.



Which worker uses them?

K211B

K211B

K211B

K211B

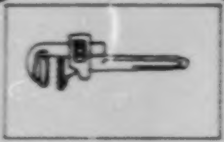
K211B

K211B

K211B

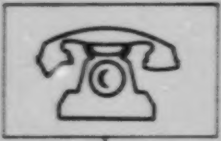
K211B

Wrenches are used by workers.



Which worker uses them?

Telephones are used by workers.



Which worker uses them?

K211B

K211B

K211B

K211B

Tool Sheet

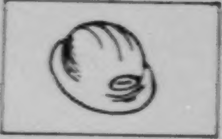
K211B

K211B

K211B

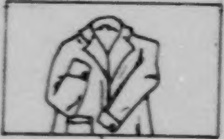
K211B

Hard hats are worn to protect the worker's head.



Who wears them?

White coats are worn to protect the worker from germs.



Who wears them?

K211B

K211B

K211B

K211B

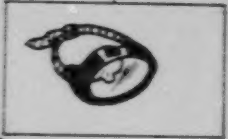
K211B

K211B

K211B

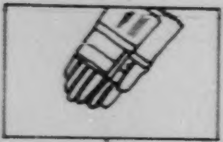
K211B

Masks are worn to protect the eyes.



Who wears them?

Gloves are worn to protect hands.



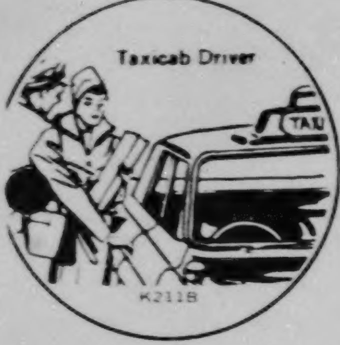
Who wears them?

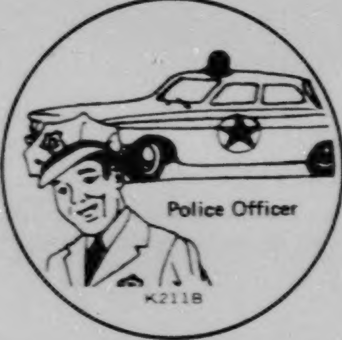
K211B

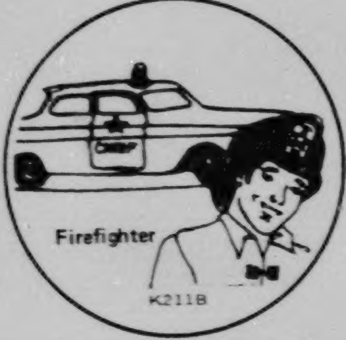
K211B

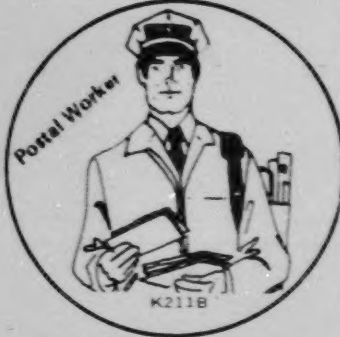
K211B

K211B

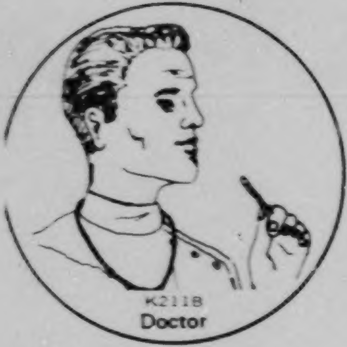

Taxicab Driver
TAXI
K211B

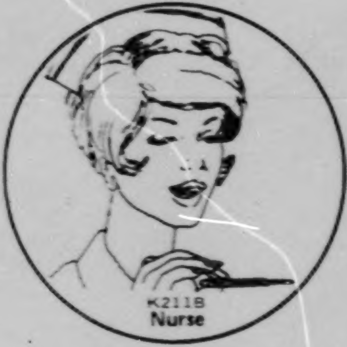

Police Officer
K211B

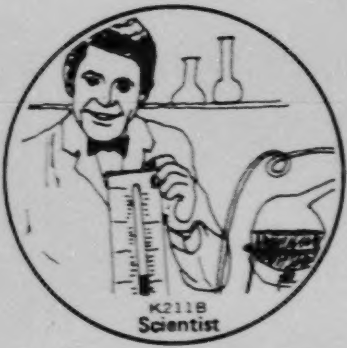

Firefighter
K211B

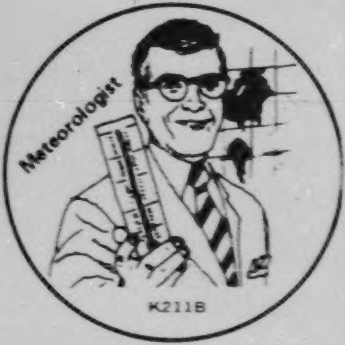

Postal Worker
K211B

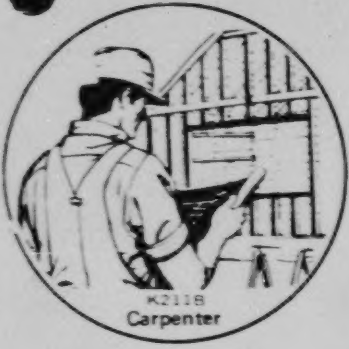
Occupation Discs

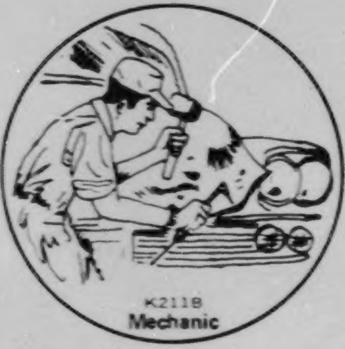

K211B
Doctor


K211B
Nurse


K211B
Scientist


Meteorologist
K211B


K211B
Carpenter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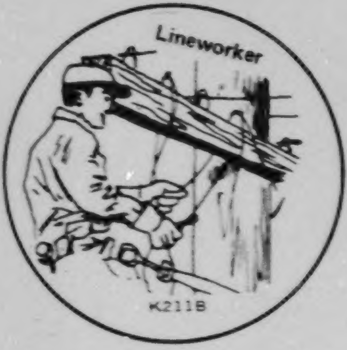
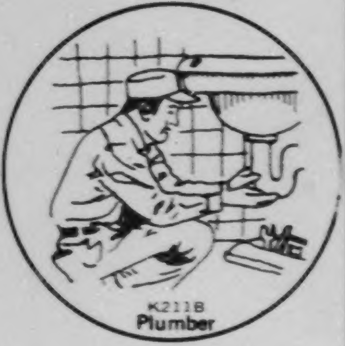
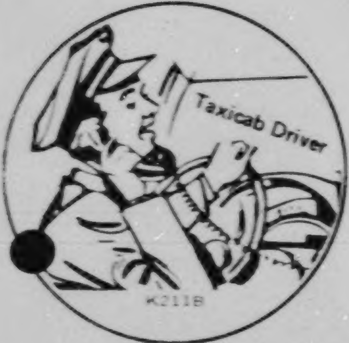
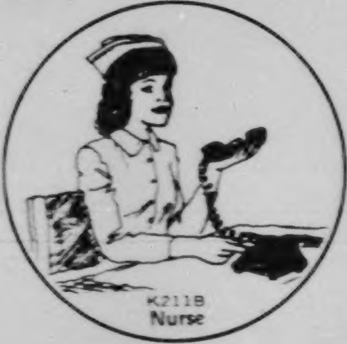
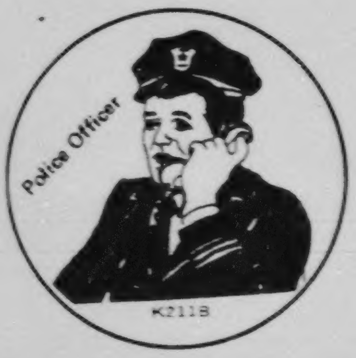
Mechanic

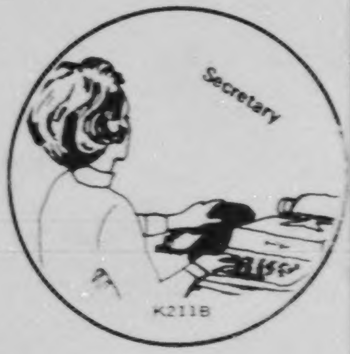

Lineworker
K211B

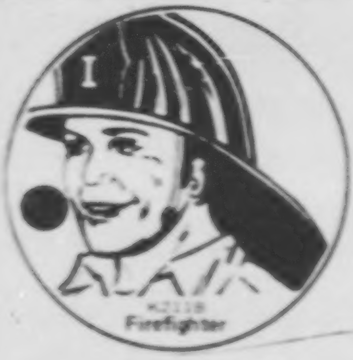

K211B
Plumber

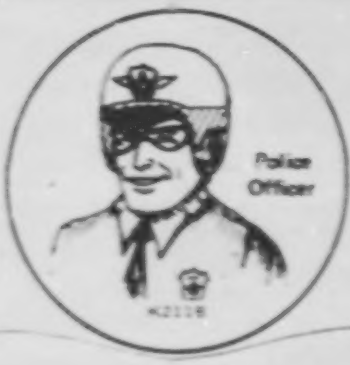

Taxicab Driver
K211B


K211B
Nurse


Police Officer
K211B


Secretary
K211B


I
K211B
Firefighter


Police Officer
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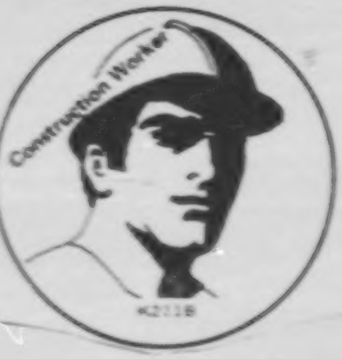
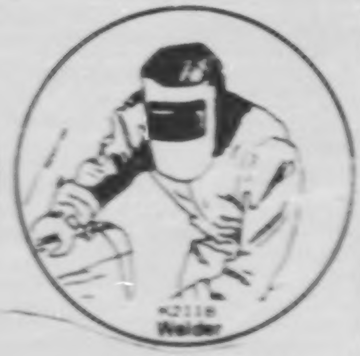
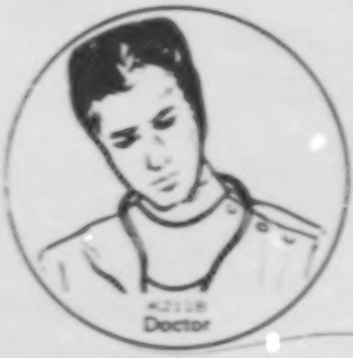

Construction Worker
K211B


K211B
Welder

Occupation Discs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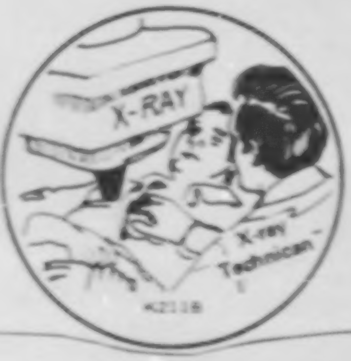
Doctor


X-RAY
X-ray Technician
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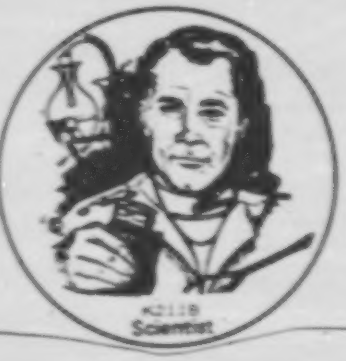
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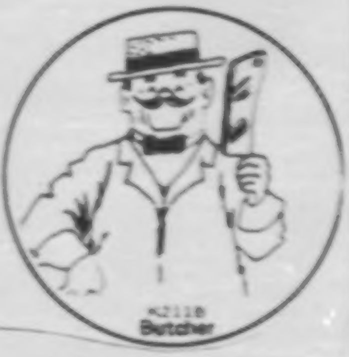
Scientist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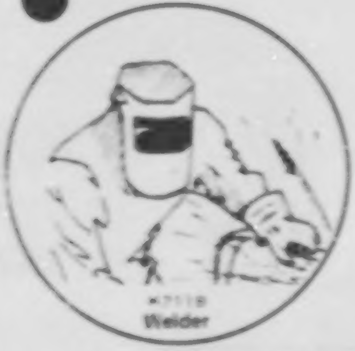
Butcher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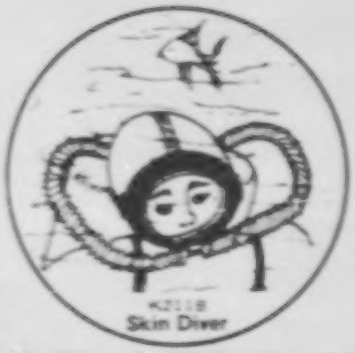
Welder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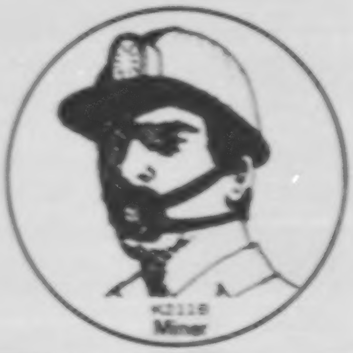
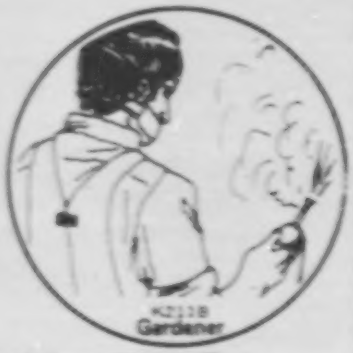
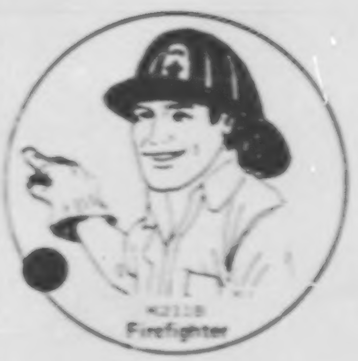
Skin Diver


K211B
Miner


K211B
Gardener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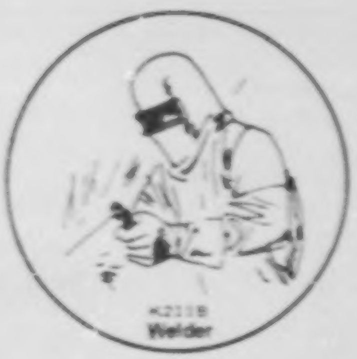
Firefighter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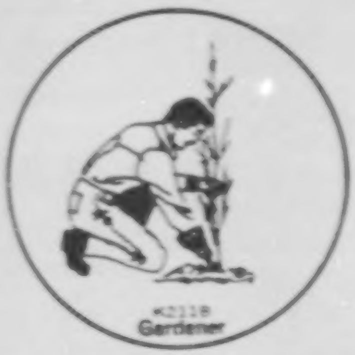
Welder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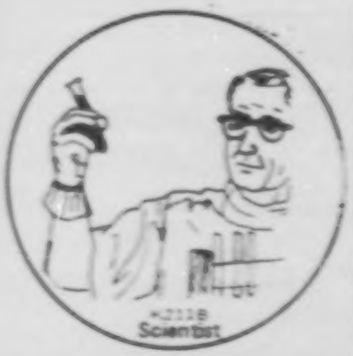
Gardener


K211B
Scientist

CAREER GENERALIZATION:

Different job functions require different clothing, equipment, instruments, and/or tools related to different occupations.

CAREER OBJECTIVE:

The student will analyze an occupational task and determine the clothing, tools, equipment, and/or instruments necessary for those tasks.

PERFORMANCE OBJECTIVE:

Given the "Does He?" Sheets, the student should work with 100% accuracy.

MATERIALS:

*"Does He?" Sheets - 2
*Yes and No Answer Cards
*Key

PREPARATION:

This activity presupposes a knowledge of a carpenter's tasks and the clothing, tools, equipment, and/or instruments necessary for those tasks. Suggestion: field trip to a building for on-job observance of the worker; or carpenter visiting classroom. The first time, "Does He?" is used, the teacher will explain the procedure. Thereafter, a child can work alone at an interest center, doing one or both sheets.

PROCEDURE:

Place the "Does He?" activity at an interest center. The child places the magnetized Yes and No Answer Cards below the appropriate pictures. He has his work checked by the teacher.

EVALUATION:

The student should be able to complete the activity with 100% accuracy. Check the matches and informally question each student on the reasons for his choices.

Title should be lettered at the top inside each folder and on the outside.

The commercial pictures used (inside and outside) are for spacing and example only. Artist should use simple, perhaps cartoon-like pictures, in each place indicated. Identification should be printed.

Each folder should be laminated.

Magnets should be placed under each picture.

"Does He?" Yes and No Cards

Yes should be printed on red.
No should be printed on green.

All should be laminated.

Sturdy envelope, with "Does He?" printed on it, should be provided for the cards.

ANSWER KEY

"DOES HE?"

SHEET I

YES	NO	YES	NO
Tool Apron	Slippers	Cap	Shorts
Overalls	Hat	Gloves	Tie
Shoes	Jacket	Apron Overalls	Life Vest
Work Clothes		Shoes	

ANSWER KEY

"DOES HE?"

SHEET II

YES	NO	YES	NO
Drill	Hook	Hammer	Scissors
Saw	Rake	Ladder	Needle
	Paper Clip	Screwdriver	Music
		Nail	
		Tape	
		Screw	

CAREER GENERALIZATION:

Different job functions require different clothing, equipment, instruments, and/ortools related to different occupations.

CAREER OBJECTIVE:

The student will analyze an occupational task and determine the clothing, tools, equipment, and/or instruments necessary for those tasks.

PERFORMANCE OBJECTIVE:

Given the "On The Job" game materials, the student will match Worker Cards and Equipment Cards with 100% accuracy.

MATERIALS:

*Directions for "On The Job" Game
*Worker Cards (red back) - 12
*Equipment Cards (white back) - 24
*Key
*"On The Job" Game Board
*One Die

PREPARATION:

"On The Job" game is designed for two, three or six players.

PROCEDURE:

The twelve Worker Cards will be distributed evenly among players. Equipment Cards will be laid face down on game board, Die is thrown to determine the order of player turns.

At his turn, the player will turn over equipment card. If it matches one of the Worker Cards in his hand, he will keep it. If not he will put it in the discard stack face up.

Next player may select to take next card from the Equipment stack or the discard stack. If more than one card is in the discard stack, he must take the entire stack and may never discard more than one card at a time.

The game ends when all Equipment Cards have been turned over. The key should be used to check accuracy of matches. The player with the most matches in his hand wins.

EVALUATION:

Evaluation should consist of teacher observation to note:

1. player's ability to use materials of game
2. player's ability to follow directions of game
3. cooperation of players.

DIRECTIONS FOR "ON THE JOB" GAME

"On The Job" is designed for two, three or six players.
will be used for any size group.

Worker Cards will be distributed evenly among players.

Equipment Cards will be placed face down on the game board.

Dice should be thrown to determine order of turns.

The first player will turn over top Equipment Card. If it would be useful to one of his workers, he will keep it, placing it under his worker picture. If it would not be useful to any of his workers, he will place it face up on the discard stack on the game board.

The next player may select to take next card from equipment stack or the discard stack, if it is useful to one of his workers. If there is more than one card in the discard stack, he may take the entire stack, and may never discard more than one card at a time.

The game ends when all of the Equipment Cards have been turned over. The player with the most matches in his hand wins.

The Key should be used to check accuracy of matches.

Equipment cards for On the Job - size 3" x 2"

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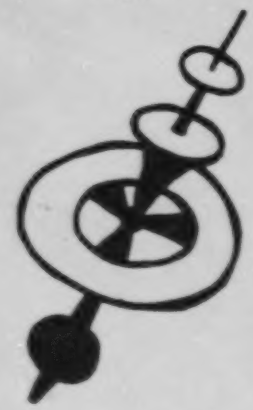

SPACE STATION

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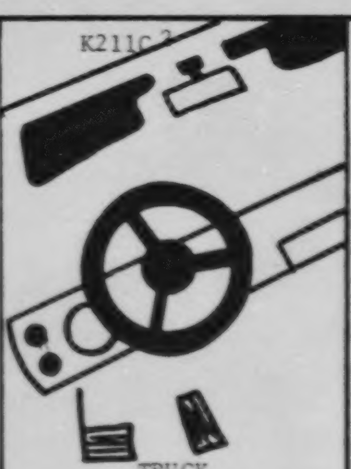

TRUCK
(INSTRUMENT PANEL)

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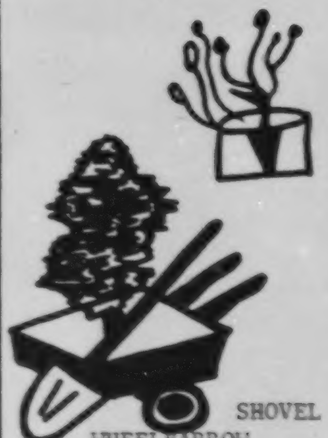

SHOVEL
WHEELBARROW

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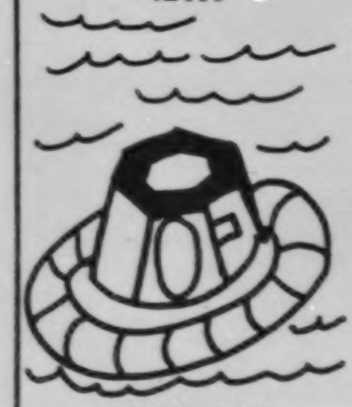

CAPSULE ON
FLOTATION COLLAR

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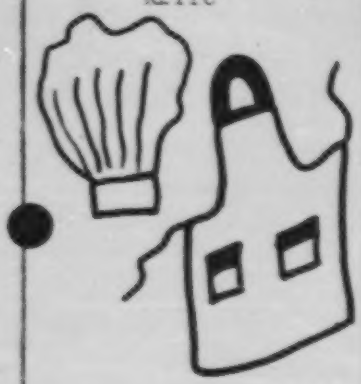

CHEF HAT AND APRON

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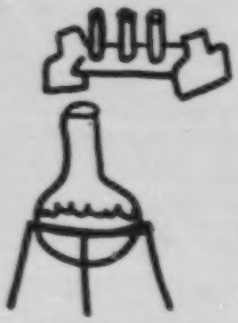

TEST TUBES

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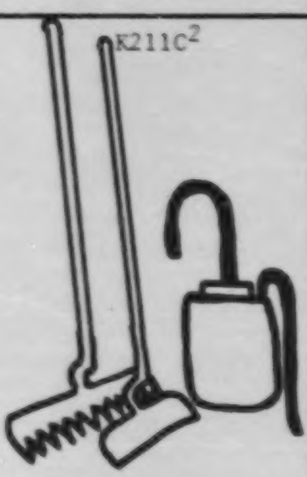

PITCHFORK AND HOE

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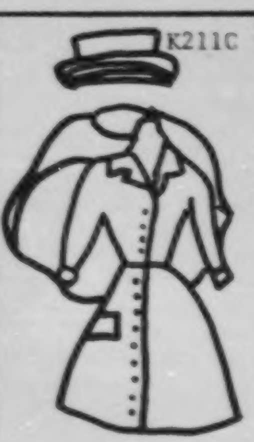

NURSE HAT
AND UNIFORM

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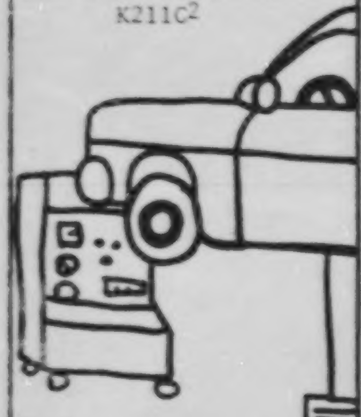

AUTO HOIST

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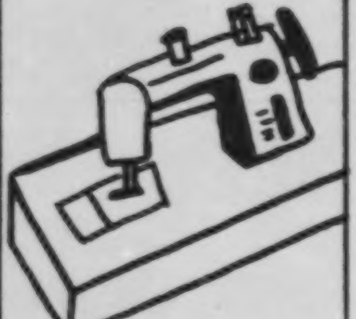

SEWING MACHINE

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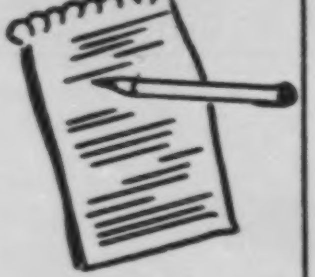

DICTATING PAD
PENCIL

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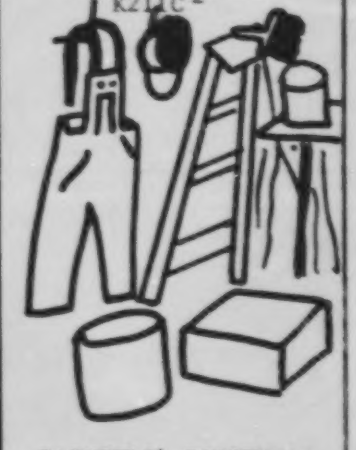

PAINTERS' EQUIPMENT

Equipment cards for On the Job - size 3" x 2"

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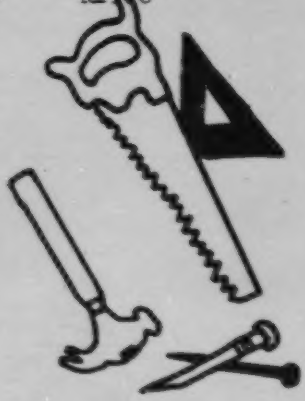

HAMMER AND SAW

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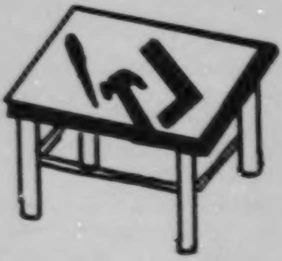

CARPENTER BENCH

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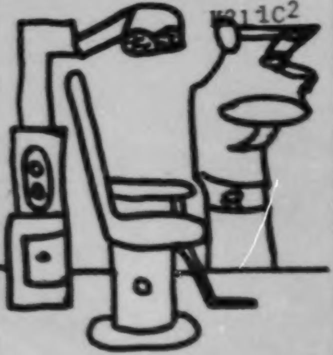
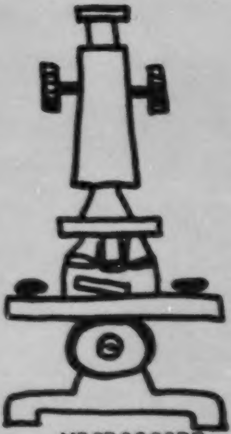


DENTAL CHAIR

K211C 2



MICROSCOPE

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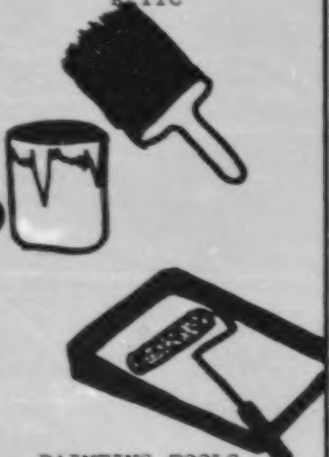

PAINTING TOOLS

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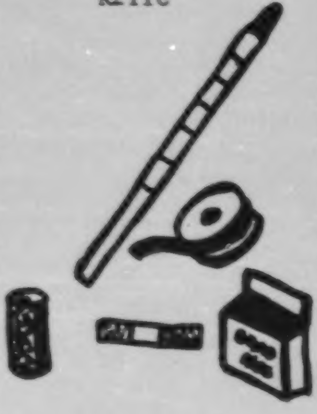

FIRST AID SUPPLIES

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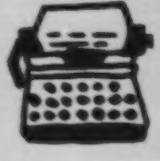

TYPEWRITER

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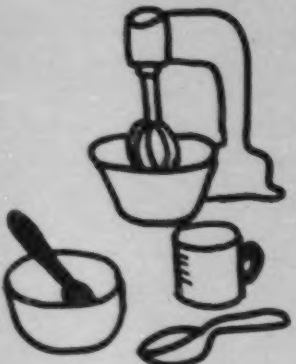

MEASURING CUP - SPOONS
MIXING BOWL - PANS

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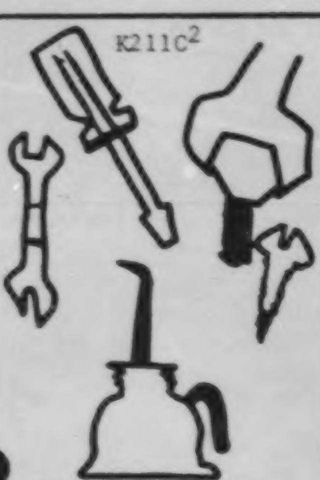

OIL CAN - WRENCH
SCREWDRIVER - BOLTS

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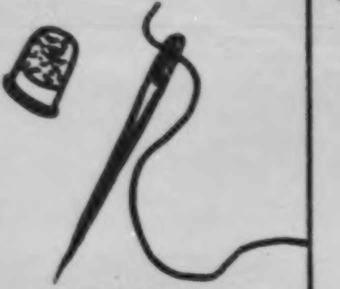

NEEDLE
THREAD - SCISSORS

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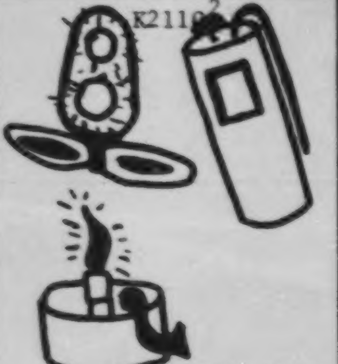

POT FLARE

SAFETY DEVISES

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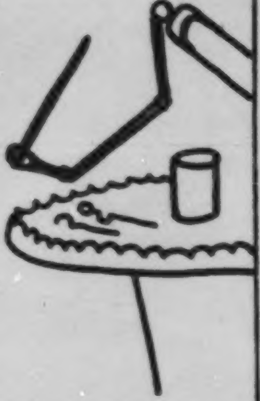
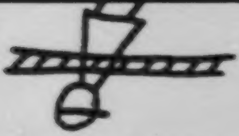
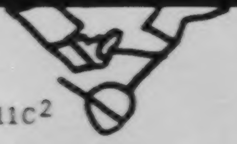


DENTAL DRILL
PICK - MIRROR

KEY FOR ON THE JOB GAME

Tools	Worker
hammer and saw carpenter's bench	Carpenter
dental chair dental drill mirror	Dentist
microscope test tubes	Scientist
first aid supplies nurse's uniform	Nurse
mixer, bowls apron, chef's hat	Chef
Screw driver, wrench oil can, bolts, auto hoist	Auto Mechanic
needle, thread, scissors sewing machine	Seamstress
safety devices instrument panel	Truck Driver
space station capsule on flotation collar	Astronaut
typewriter dictating pad and pencil	Secretary
painting tools paint, overalls, ladder	Painter
wheel barrow rake, hoe, sprayer	Nursery Worker





DISCARDS

ON THE JOB

ON THE JOB

EQUIPMENT

CARDS

CAREER GENERALIZATION:

Geography and environment influence the world of work.

CAREER OBJECTIVE:

The student will identify the geographic and environmental factors that are in operation in a given setting.

PERFORMANCE OBJECTIVE:

The student will recognize related geographical and environmental factors for five of the seven types of climactic regions in the world, in an oral or written exercise.

MATERIALS:

*Thirty-eight domino cards
*Four score cards

PREPARATION:

There are film strips about the children of the world that are very colorful and get across to the children many of the concepts emphasized in this activity. These films should be on a primary level. The students should be exposed to material of this nature before attempting to play this game. The game is designed for four players.

PROCEDURE:

There is a pile of thirty-eight pictoral domino cards with scenes depicting geographical and environmental factors of the seven types of climactic regions found in the world. There are two scenes on each card. On the back of the cards are numerals and balls. The Specific Climactic Regions are coded numerically and by color.

1. Hot dry lands - deserts - blue
2. Hot, wet lands - jungles - yellow-gray
3. Cold lands - red
4. Great Plains - orange
5. Mountainous Regions - purple
6. Tropical Climactic Regions - brown
7. African Veldt - grasslands - green

From the domino pile, each of four players will draw five cards. The player drawing a card with two scenes that are related to the same climactic region starts the game by putting this card in the center of the table. If two children have cards with related scenes on the same card, turn the cards over and add the two numerals on the back of the card. The one having the highest score will start the game.

The next player examines his five cards and determines if he has a card with a scene related to a scene on the card in the middle of the table. If he thinks he does, he turns the card over to check the numeral on the back of the scene. Then he turns the card on the table over to check the numeral on the back of it. If the numbers are the same, the match is correct. He puts the card next to the one on the table in domino fashion. The score for the match is figured by adding the two numbers on the back of the matched cards. He writes the score on the score card. If he is wrong, (the numbers don't match), he keeps his card and misses his turn to play. The next player examines her cards to determine if she can place a related scene on the table. If she decides she cannot, she draws a card from the pile in the center. If she can play this card, she plays this card, adds her score, records it and the next player takes his turn.

The game continues in this manner until one player has played all his cards. This player is the winner. The players add their score cards to see who is the first runner up.

If the center pile runs out before one player has played all his/her cards, the player who does not have a scene that he can match with a related scene on the board simply misses his/her turn.

EVALUATION

Have the student examine the domino cards used in this game to determine how many scenes are depicted for each of the Climactic Regions studied. Then write the number of scenes on a sheet.

CAREER GENERALIZATION:

Geography and environment influence the world of work.

CAREER OBJECTIVE:

The student will compare different sets of geographic and environmental factors in relation to the kinds of occupational opportunities found.

PERFORMANCE OBJECTIVE:

Given a Worker/Product sheet and a Map, the student will match Products with the correct Worker and then match the Worker and the Product in the most likely climate, with 100% accuracy.

MATERIALS:

*Worker/Product sheet
*Map
*Answer Key
Scissors
Paste
Scotch tape

PREPARTION:

This activity is designed for use as an entire class activity or as a center activity. Each student participating will need a Worker/Product sheet and a Map sheet. Duplicate as many of these sheets as are needed. Scotch tape may be used to put Map together.

PROCEDURE:

Give the students the set of materials. Have the students cut the Worker/Product sheet apart. When finished each student should have twelve Products and twelve Workers. Students should place the Product and Worker together first. Then paste them on the appropriate region on the Map. After completing the layout, the children can check it with the Answer Key.

EVALUATION:

The student should have completed the Map with 100% accuracy. Informally check their work. Refer them back to the first lesson if they have difficulty.

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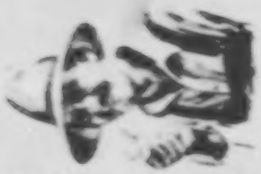

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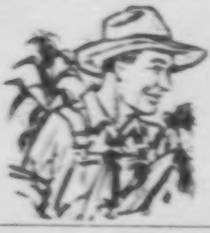

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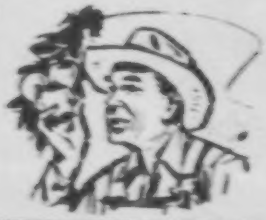

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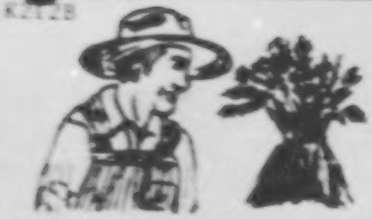

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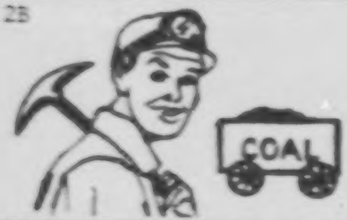

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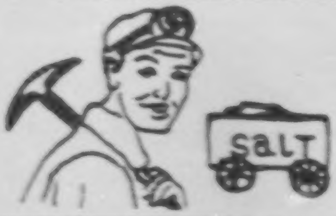

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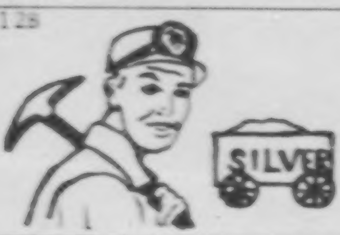

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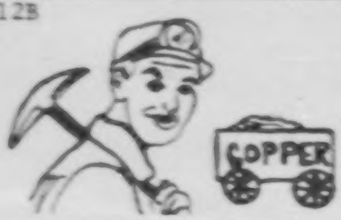

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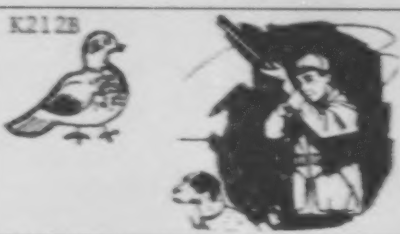

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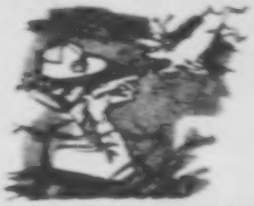

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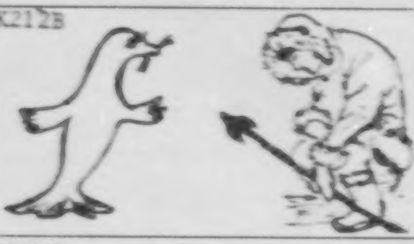

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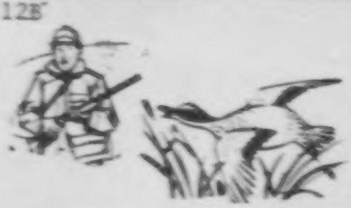

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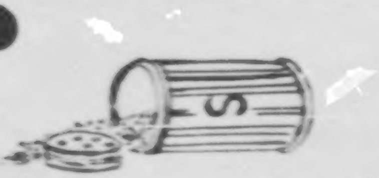

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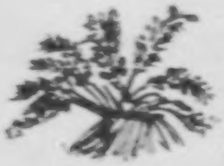

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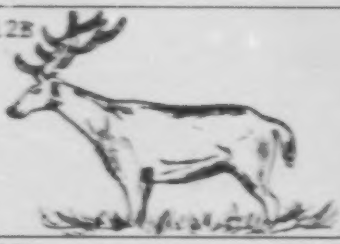

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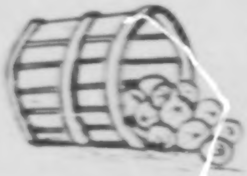

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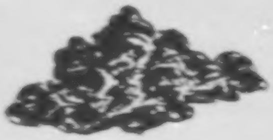

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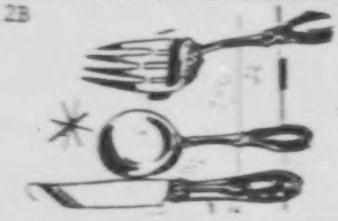

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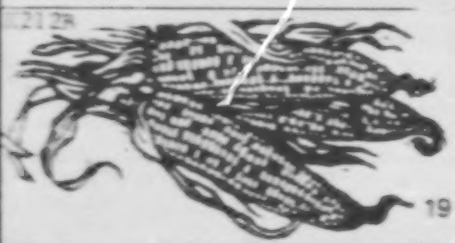

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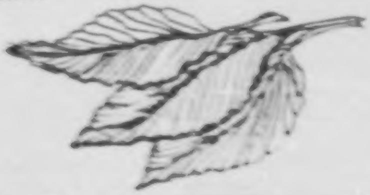

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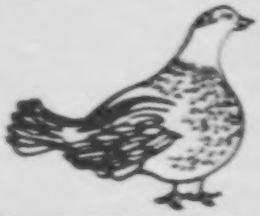

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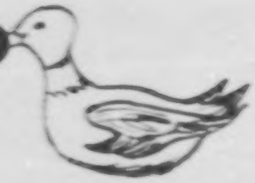

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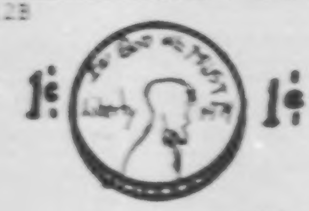
1¢
In God we trust
Liberty
1¢

23

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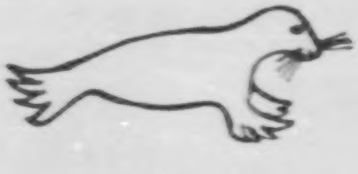

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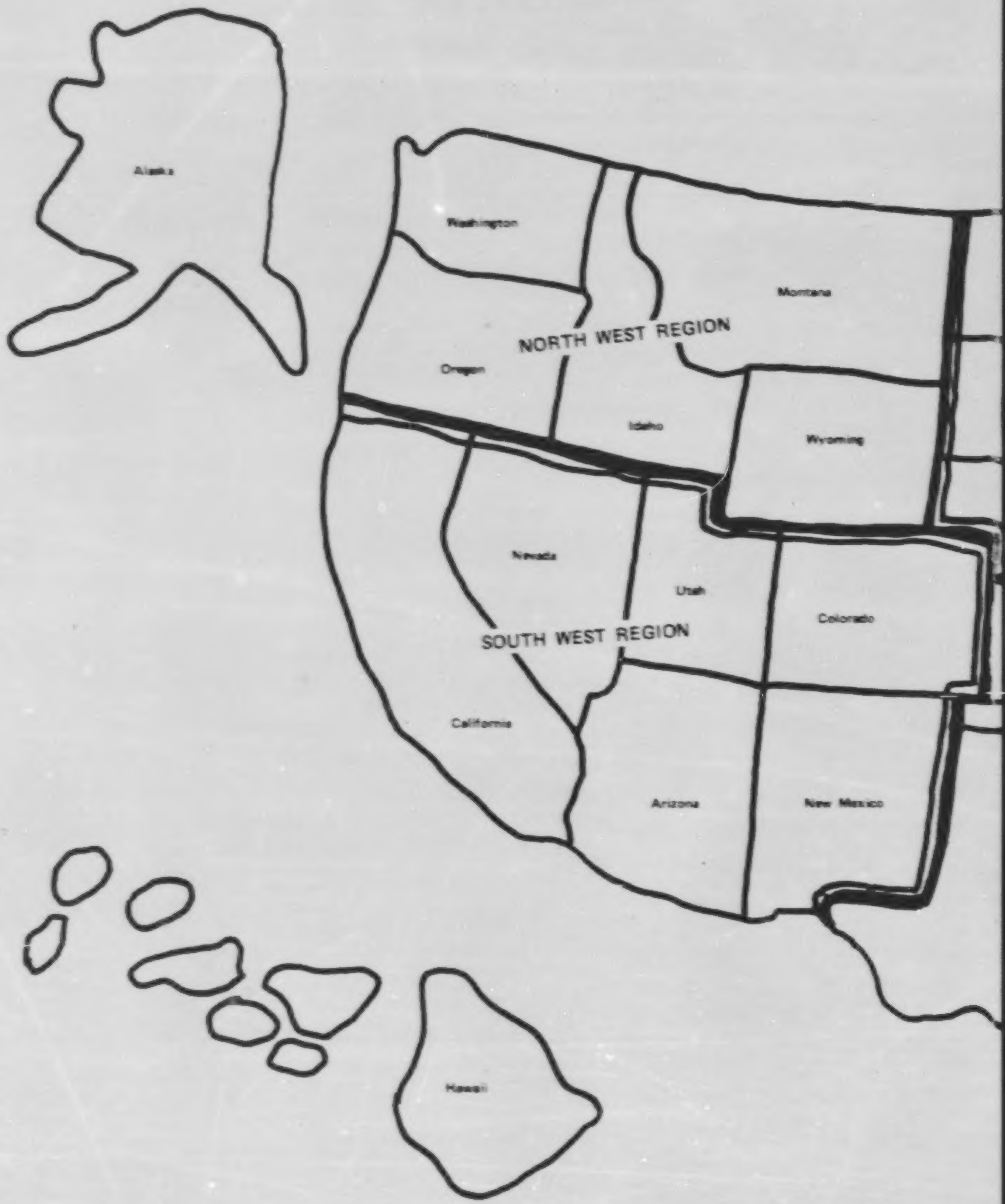
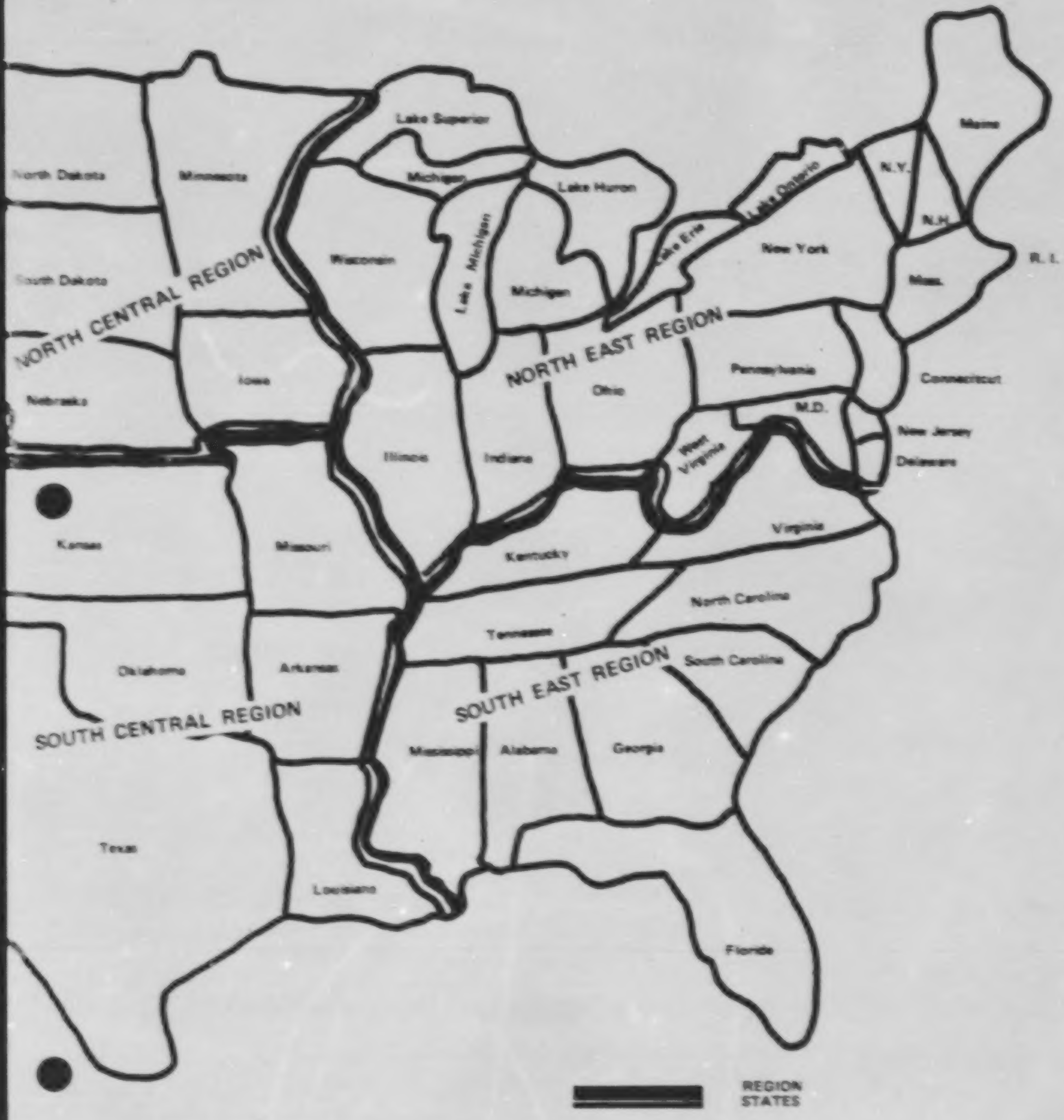

Alaska
Washington
Montana
NORTH WEST REGION
Oregon
Idaho
Wyoming
Nevada
Utah
Colorado
SOUTH WEST REGION
California
Arizona
New Mexico
Hawaii


NORTH CENTRAL REGION
NORTH EAST REGION
SOUTH CENTRAL REGION
SOUTH EAST REGION
North Dakota
Minnesota
Lake Superior
Michigan
Lake Huron
Maine
N.Y.
Lake Ontario
N.H.
Lake Erie
South Dakota
Wisconsin
Lake Michigan
Michigan
New York
R.I.
Mass.
Nebraska
Iowa
Ohio
Pennsylvania
Connecticut
M.D.
New Jersey
Delaware
West Virginia
Illinois
Indiana
Kansas
Missouri
Kentucky
Virginia
North Carolina
Tennessee
Oklahoma
Arkansas
South Carolina
Mississippi
Alabama
Georgia
Texas
Louisiana
Florida
REGION
STATES

OUR MAP STUDY

ANSWER KEY

1. farmer, wheat = Kansas
2. farmer, corn = Iowa
3. farmer, oranges = California
4. farmer, tobacco = Virginia

5. miner, salt = Kansas
6. miner, coal = Pennsylvania
7. miner, copper = Montana
8. miner, silver = Colorado

9. hunter, seal = Alaska
10. hunter, duck = Wisconsin
11. hunter, deer = Colorado
12. hunter, quail = Kansas

CAREER GENERALIZATION:

Geography and environment influence the world of work.

CAREER OBJECTIVE:

The student will analyze geographic and environmental factors and infer the kinds of work available or desirable there.

PERFORMANCE OBJECTIVE:

The student will place worker cards on his environment card, with 80% accuracy.

MATERIALS:

*Directions for Activity
*"World of Work" Worksheet
*Environment cards:
  1. forest - card color is Green
  2. city - card color is Salmon
  3. farm - card color is Yellow
  4. harbor - card color is Blue
  5. airport- card color is Pink
*Worker cards - 20
*Key
crayons

PREPARATION:

The materials for Our World of Work are suitable for use in small groups of two, four or five children. Reproduce the necessary number of worksheets.

PROCEDURE:

An environment card and worksheet should be laid out for each student. All worker cards are distributed evenly among students in a random fashion. Each child will place all applicable worker cards on his Environment Card and discard any which are inappropriate. They may check their work on the Answer Key. Each student will then mark pictures of workers on the worksheet that could be employed in his environment scene.

EVALUATION:

A student should be able to complete the sheet with 80% accuracy. If he is unable to do so, the game may be played again with follow-up discussion.

DIRECTIONS FOR OUR WORLD OF WORK ACTIVITY

Our World of Work is designed for small group activity for two, four or five students.

Each student should receive an environment card (color coded) and a worksheet.

Distribute worker cards equally among players in a random manner.

Each child should be reminded to identify his environment card color on his worksheet, in the box near his name.

1. Student will first place the worker cards on his scene if they could do their task in that environment. This allows the student to begin to make choices concerning the influence environment makes on work. Unused worker cards are not to be exchanged among students.
2. Students will then mark all pictures of workers on his work sheet who could do their task in the situation pictured on his environment card.
3. Worksheets are handed to teacher for evaluation. If accuracy falls below 80%, the teacher may wish to have the student match picture cards to environment cards again, and discuss with him his reason for his choices.

Our World of Work Worksheet

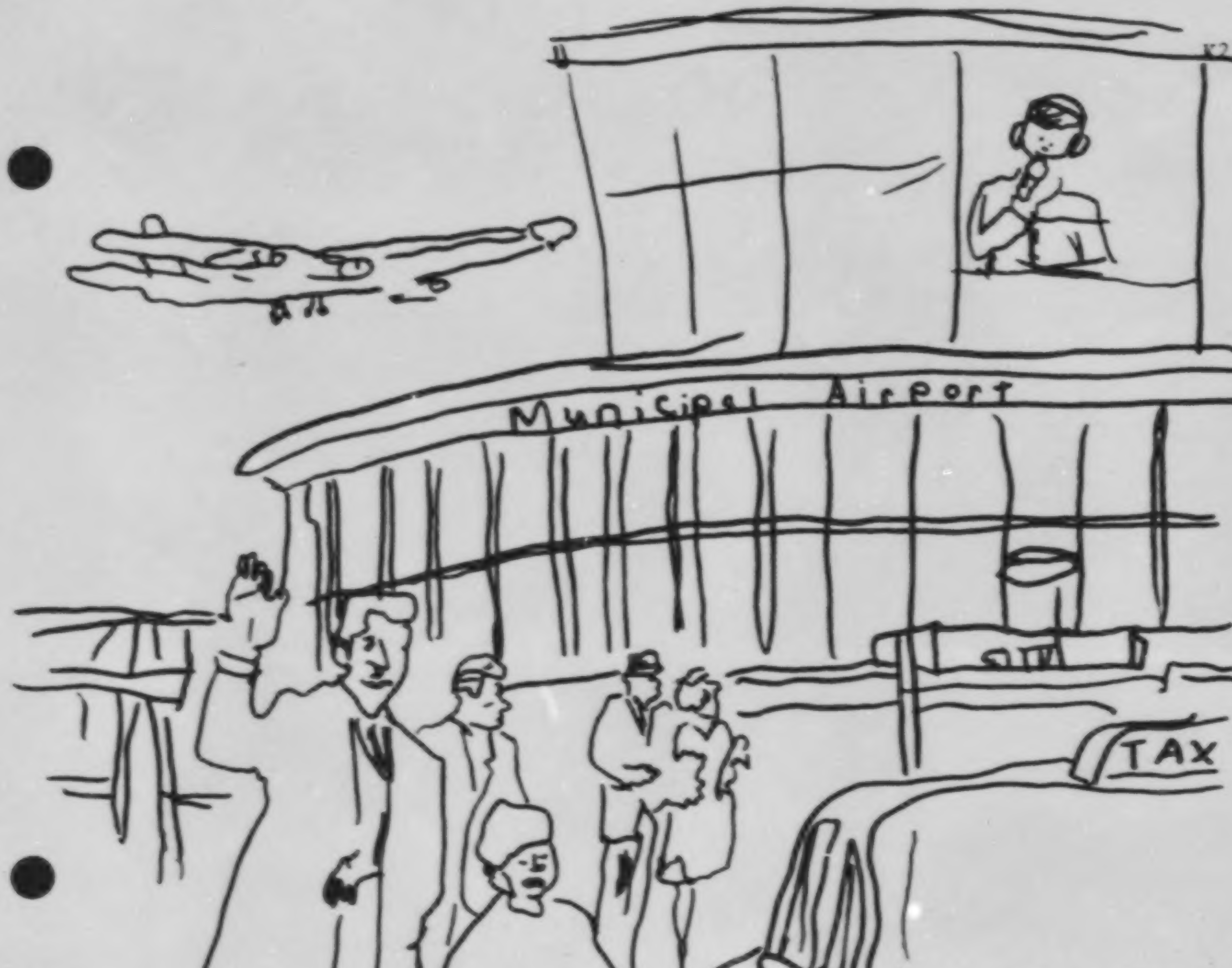
K212C

Student's Name

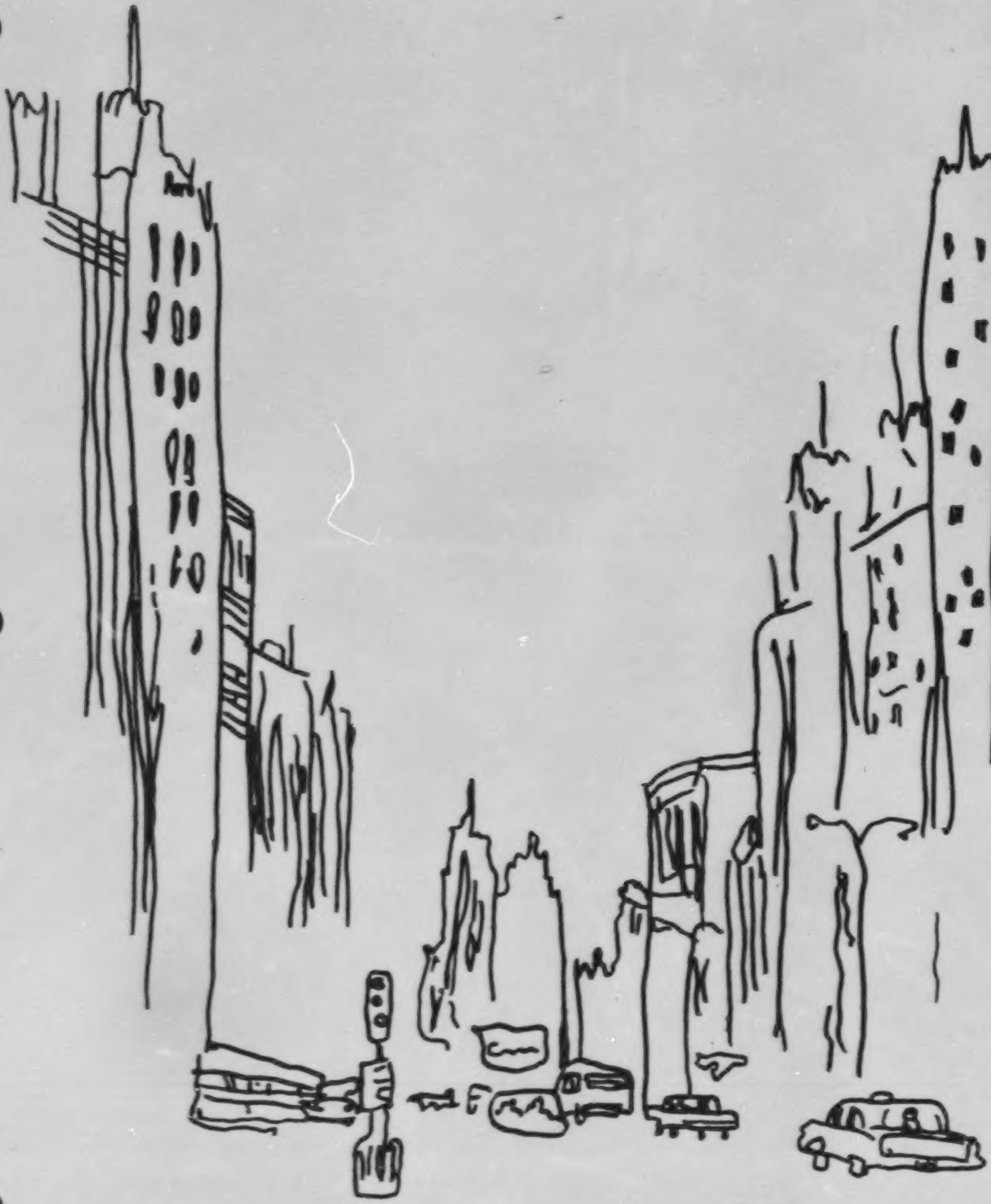
Environment Card Color ☐

Deckhand	Sea Captain	Fisher	Air-traffic Controller	Airline Cabin Attendant
Pilot	Logger	Forester	Ranger	Rural Mail Carrier
Harvester	Milker	Secretary	Mail Carrier	Baker
Painter	Doctor	Firefighter	Truck Driver	Teacher

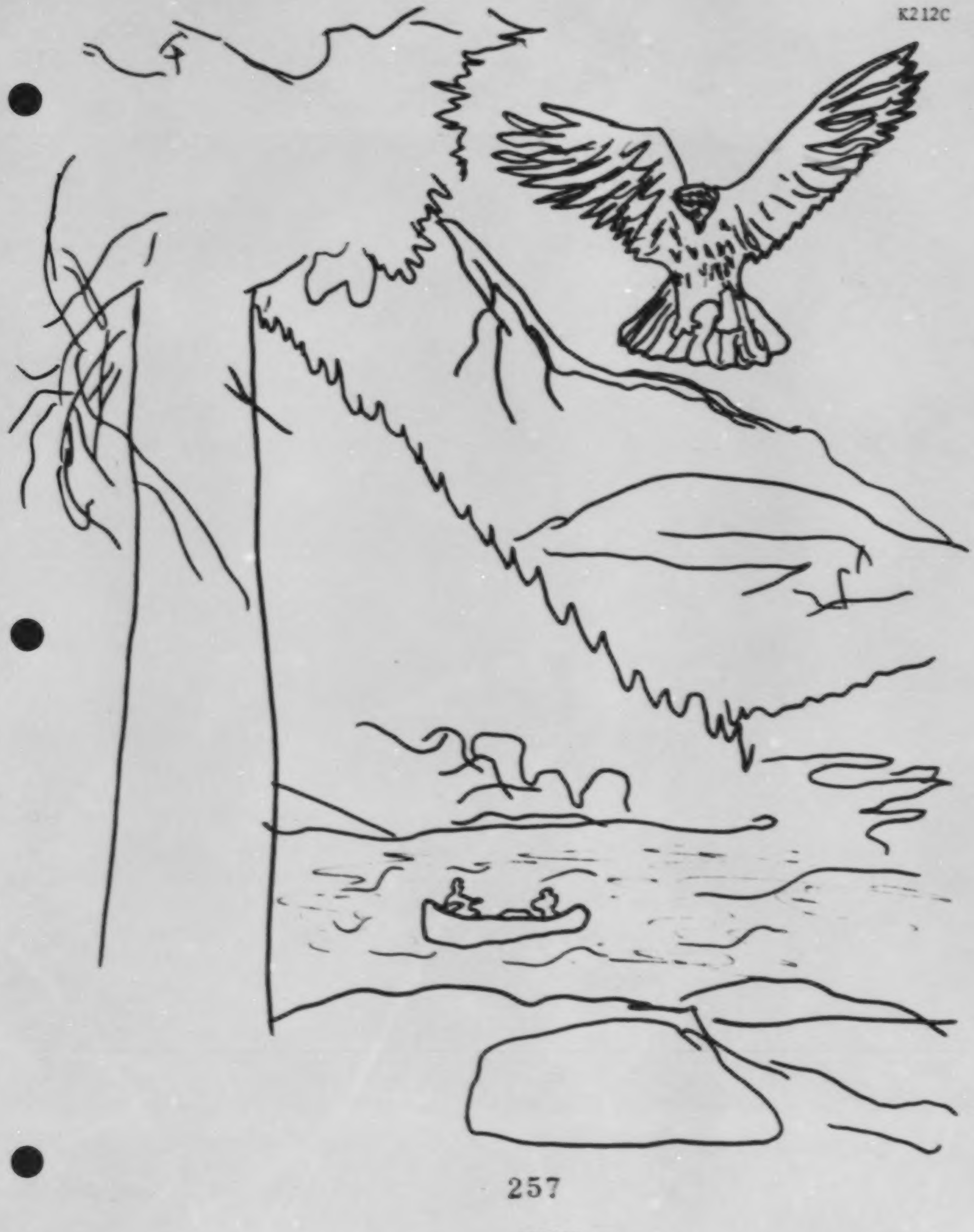
K212C


Municipal Airport
TAX
A

AIRPORT

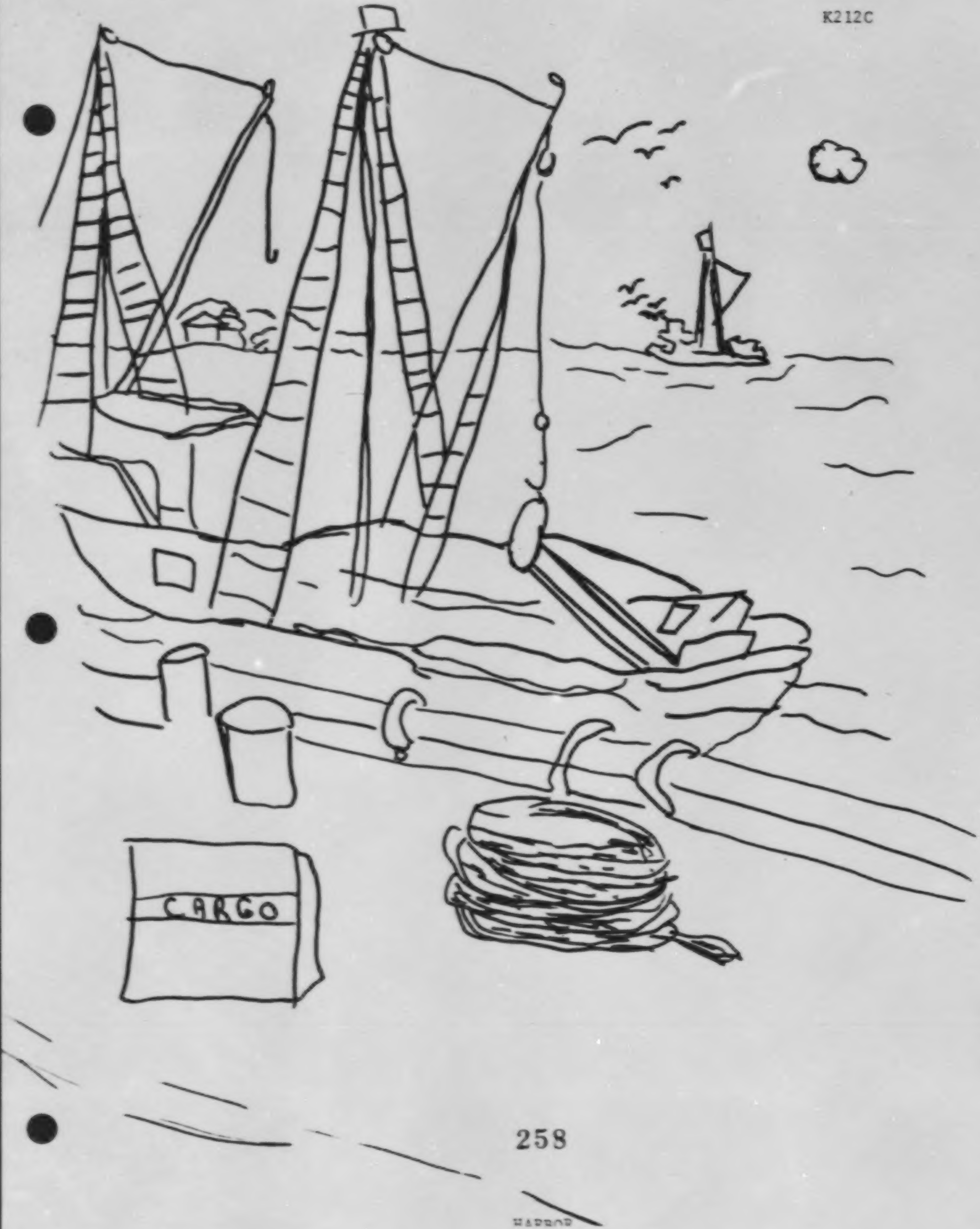


CITY

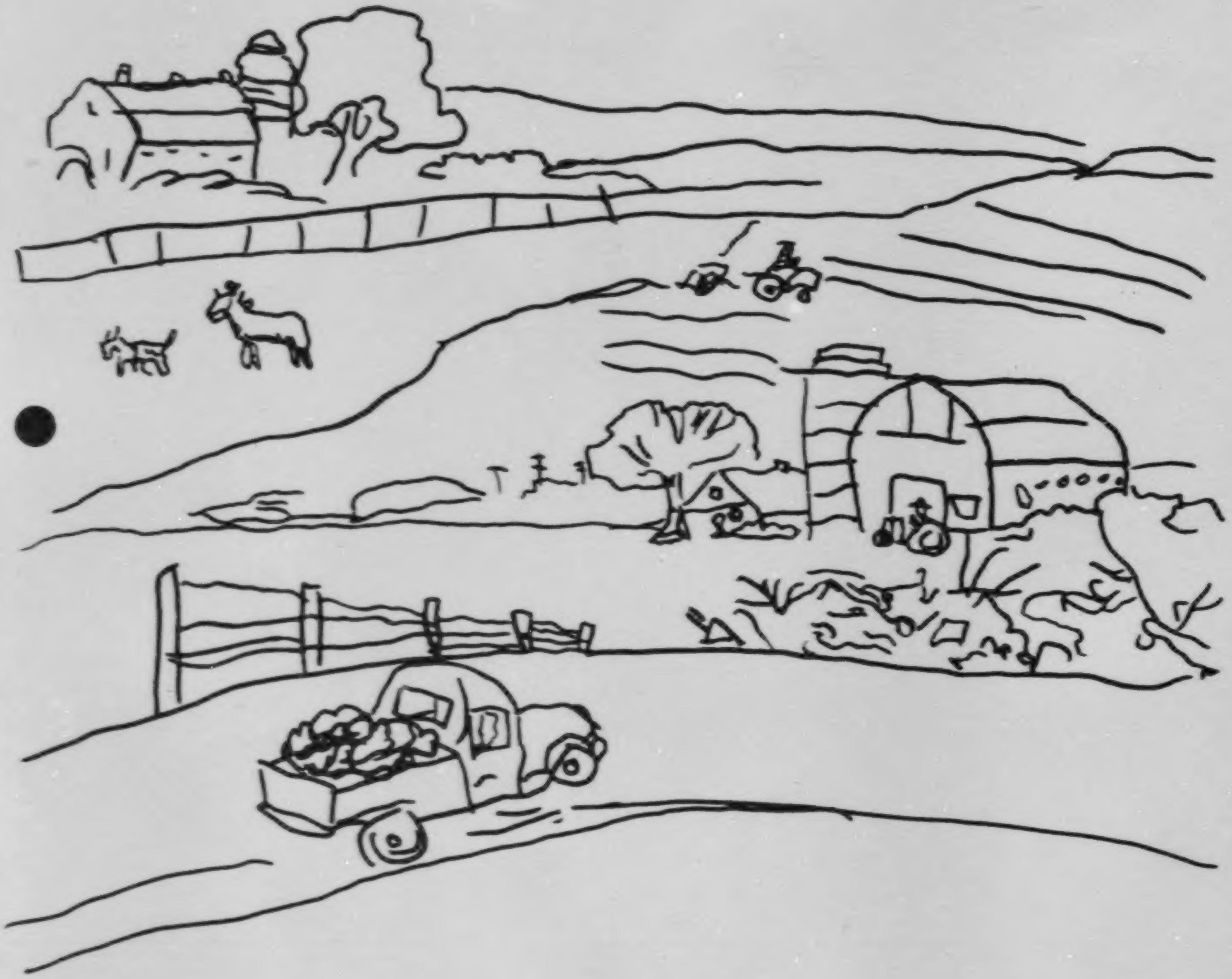


FOREST

K212C

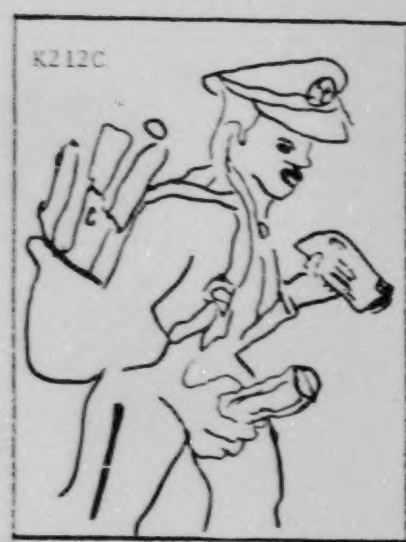


HARBOR

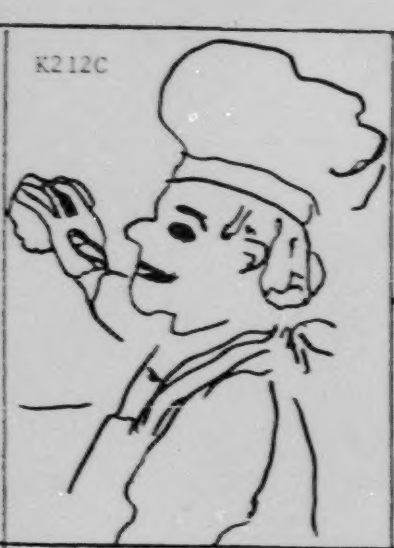


RURAL

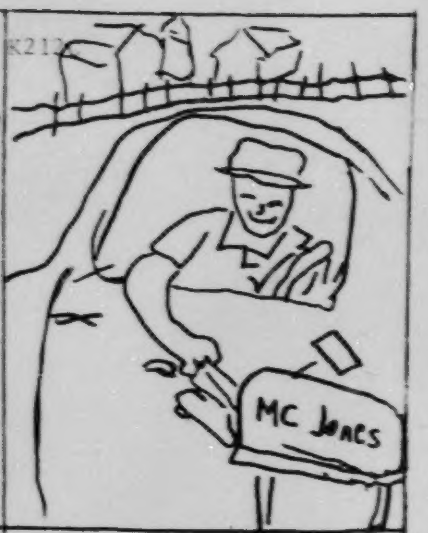
OUR WORLD OF WORK WORKER CARDS



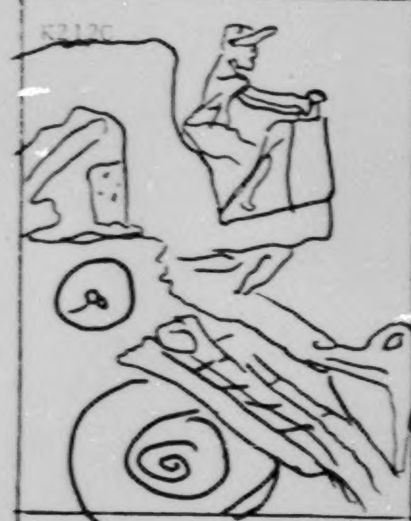
MAIL CARRIER



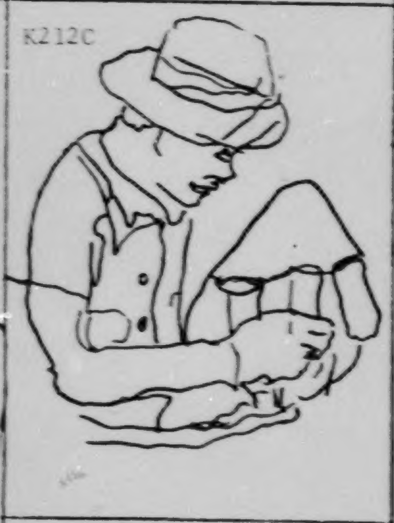
BAKER


K212C
MC Jones

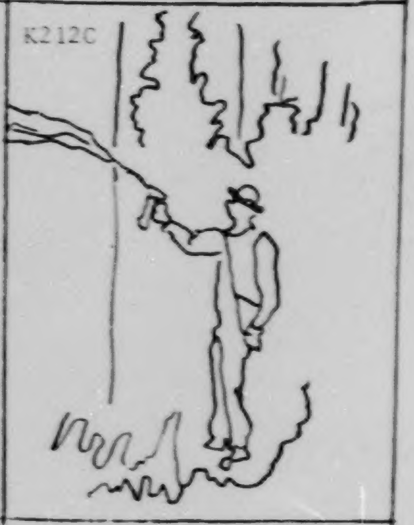
RURAL MAIL CARRIER



HARVESTER

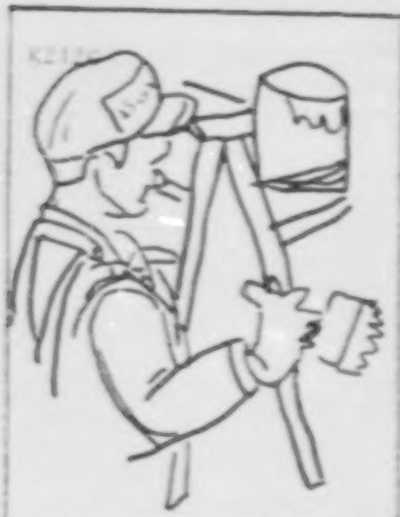


MILKER

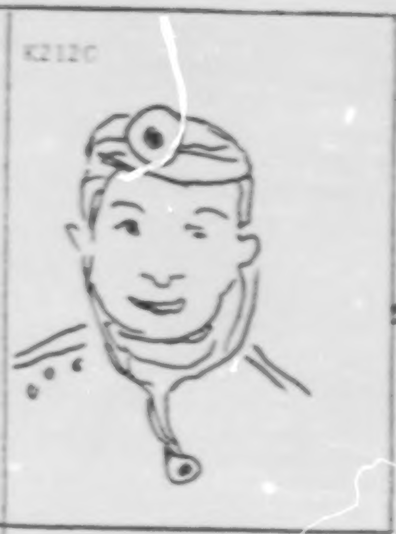


FORESTER

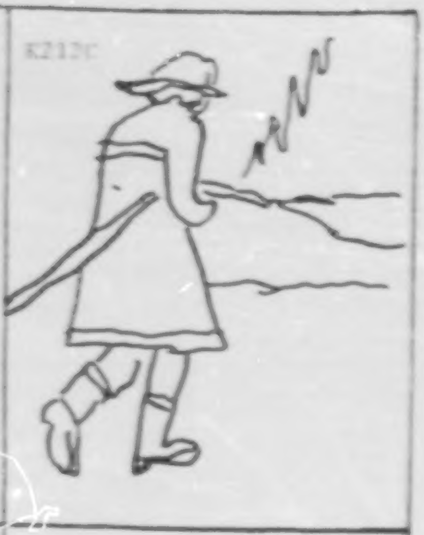
OUR WORLD OF WORK WORKER CARDS



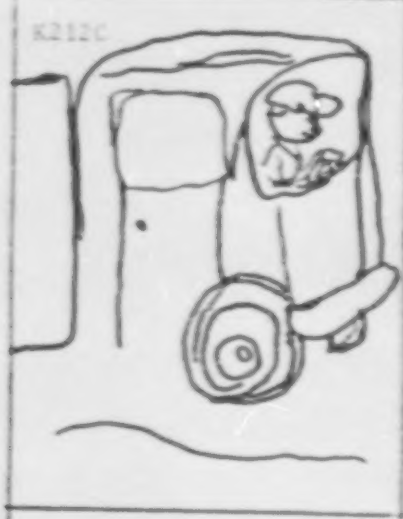
PAINTER



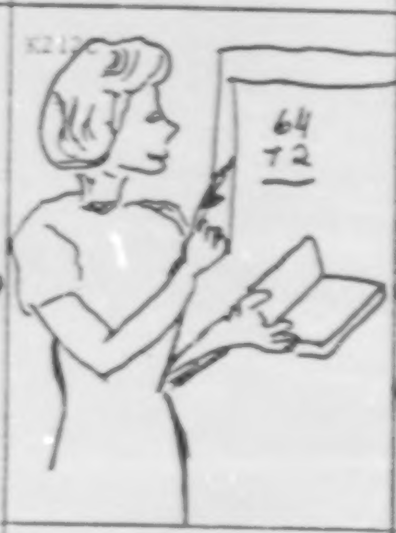
DOCTOR



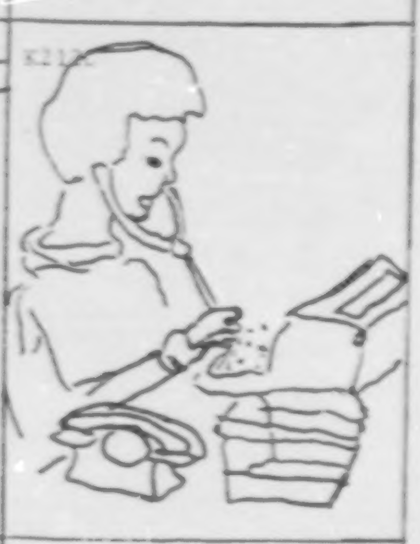
FIREFIGHTER



TRUCK DRIVER

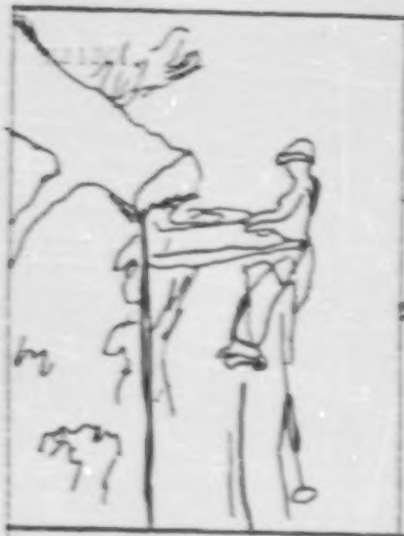


TEACHER

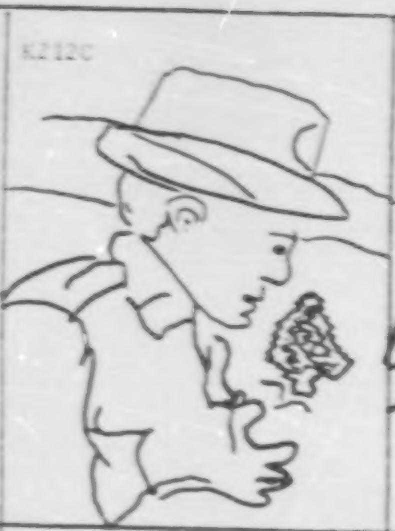


SECRETARY

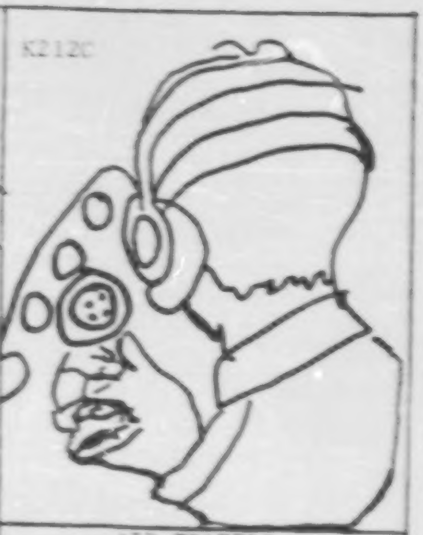
OUR WORLD OF WORK WORKER CARDS



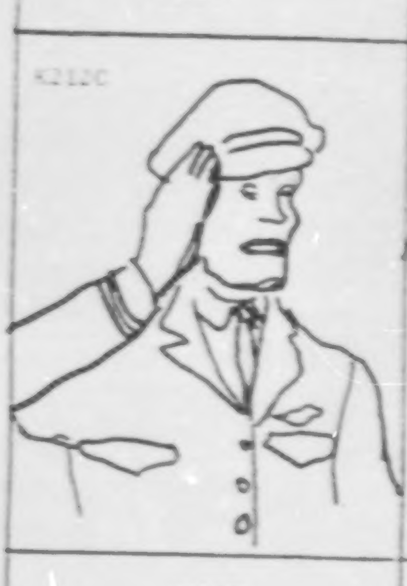
LOGGER



RANGER



AIR TRAFFIC
CONTROLLER



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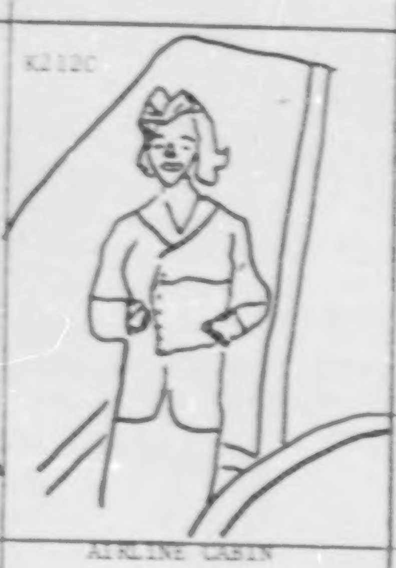
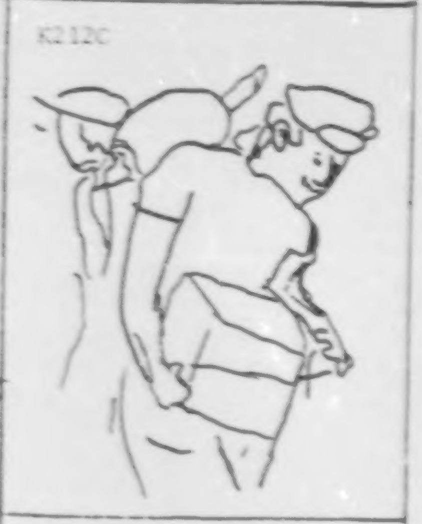
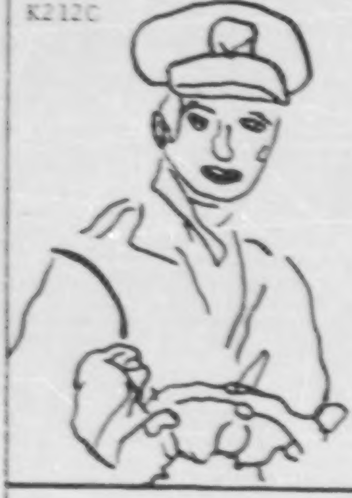
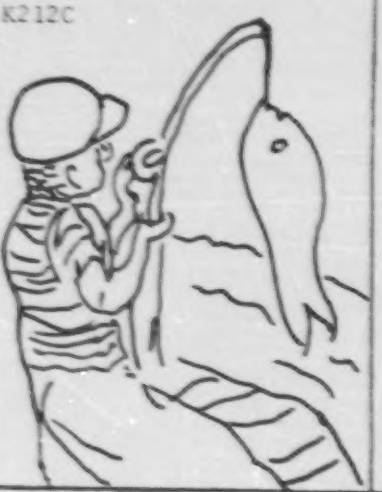


AIRLINE CABIN
ATTENDANT



DECKHAND

OUR WORLD OF WORK WORKER CARDS

K212C 	K212C 	K212C
SEA CAPTAIN	FISHER	
K212C	K212C	K212C

KEY FOR OUR WORLD OF WORK WORKSHEET

Environment Scene	Possible Worker Choices*
Forest - card color is Green	Logger, Forester, Ranger, Truck Driver, Firefighter
Harbor - card color is Blue	Deckhand, Sea Captain, Fisher, Truck Driver, Painter, Doctor, Firefighter
City - card color is Salmon	Secretary, Mail Carrier, Baker, Painter, Truck Driver, Doctor, Firefighter, Teacher
Airport - card color is Pink	Air Traffic Controller, Airline Cabin Attendant, Pilot, Painter, Truck Driver, Doctor, Firefighter
Farm - card color is Yellow	Tractor Driver, Harvester, Milker, Painter, Truck Driver, Firefighter

*Those workers underlined could be placed in several environments. If a child can defend choices other than those shown, the teacher may wish to make additional allowances.

CAREER GENERALIZATION:

Different job functions require different clothing, equipment, instruments, and/or tools.

CAREER OBJECTIVE:

The student will identify the clothing, equipment, instruments, and/or tools related to different occupations.

PERFORMANCE OBJECTIVE:

The student will be able to classify the different cards that go with each work job.

MATERIALS:

*Game Board
*Picture Cards

PREPARATION:

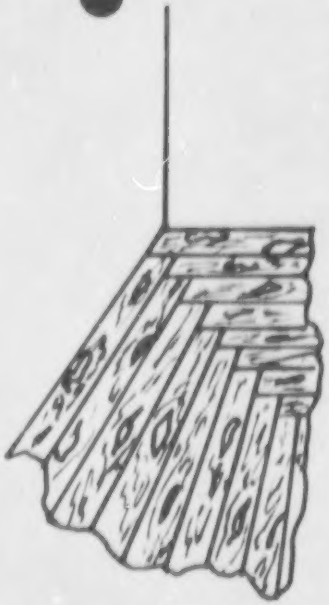
This game should be played with a small group. Place the Game Board on a table or floor, with children sitting in a circle.

PROCEDURE:

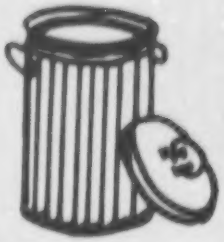
Shuffle cards and place them face down. Let each child take turns picking a card to place on the Game Board. They will try to match the card to the work squares on the Game Board. The work is: sweeping the floor, taking out trash, watering plants and grass, running errands, and picking up scraps of paper from the floor.

EVALUATION:

The student should be able to know which jobs are indoor or outdoor jobs.



FLOOR K212 D



TRASH CAN K212 D

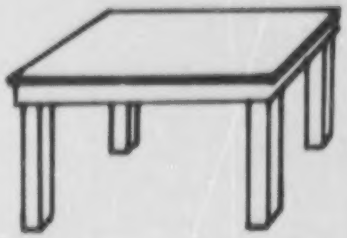
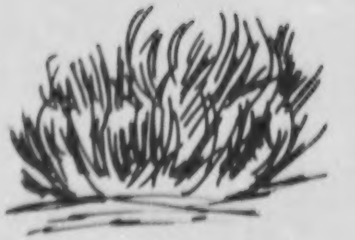
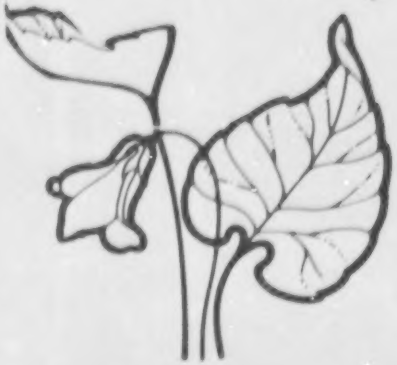


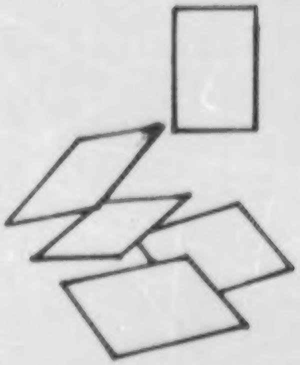
TABLE K212 D



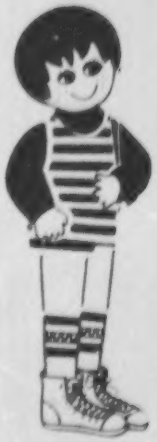
GRASS K212 D



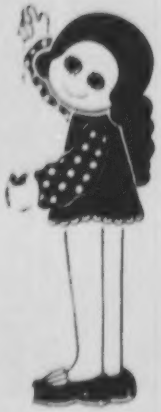
PLANTS K212 D



SCRAPS OF PAPER K212 D



BOY K212 D



GIRL K212 D

Language Arts: Sequence, identifying, vocabulary K213A

CAREER GENERALIZATION:

Changing social and technological conditions affect careers and career opportunities.

CAREER OBJECTIVE:

The student will identify how career patterns change and the social and technological factors inherent in those changes.

PERFORMANCE OBJECTIVE:

Given worksheet #3, the student will be able to identify the items that would go in a Museum of Communications" with 80% accuracy.

MATERIALS:

Learning Activity #1
*Instruction Sheet for "World of Communications" Graph
*"World of Communications" Graph
*Pictures of "Means of Communication"
Learning Activity #2
*Communication Cards (5)
*Instruction Card
*Answer Sheet
Envelopes (4)
Learning Activity #3
*Worksheet "Museum of Communications"
Scissors
Paste or glue
Colored construction paper

PREPARATION:

Learning Activity #1 - Have materials ready.

Learning Activity #2 - Designed for four students to use in a learning center. Place the materials in a center.

Learning Activity #3 - Reproduce as many copies of the worksheet for Learning Activity #3 as you need. Obtain other materials needed.

PROCEDURE:

Learning Activity #1 - Designed for the entire class. Display chart showing a "World of Communications" and the pictures showing various "Means of Communication". Lead discussion on how communication has changed and the effect it has on our lives. Let the children identify modes of communication in the pictures.

Learning Activity #2 - Place the four envelopes containing the sequence cards in a learning center. Each child has an envelope which contains the cards, an Instruction Sheet and an Answer Sheet for individual participation.

Learning Activity #3 - Distribute materials for Activity #3. Follow instructions given on worksheet.

EVALUATION:

The student should be able to construct the "Museum of Communications" with 80% accuracy. If not, more instruction needs to be done in this area and the test regiven.

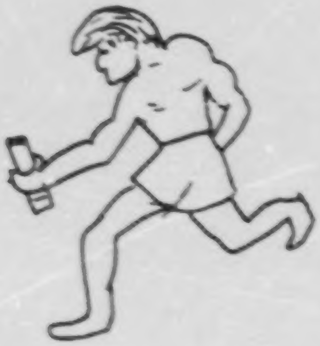
INSTRUCTION SHEET FOR "WORLD OF COMMUNICATIONS" GRAPH

Learning Activity #1

The teacher should make sure that students grasp the concept of this graph. The graph shows that the distance covered by communication delivery systems (i.e., the running messenger), was relatively short at first and that as the means of communication advanced, so did the distance covered. Each new means of communication covered more of "the world".

K213A

"MEANS OF COMMUNICATIONS"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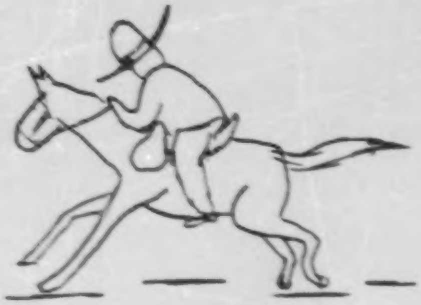
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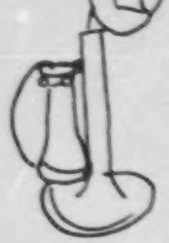
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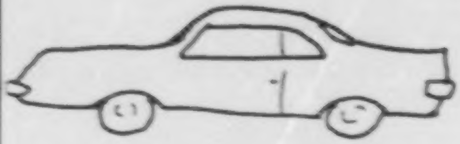
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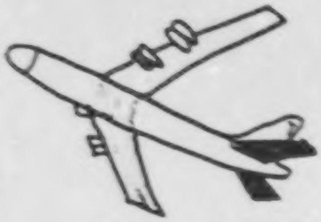
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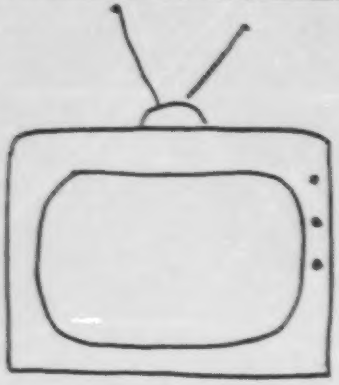
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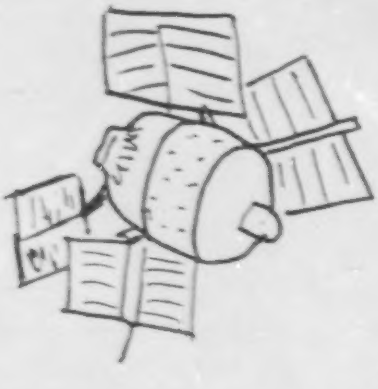


INSTRUCTION SHEET

Learning Activity #2

In each envelope are five colored cards. On each card is a picture of a way of communication. Put cards in order from earliest to latest ways of communication. Check your work on the Answer Sheet.

LEARNING ACTIVITY #1

1. Picture of a running messenger (earliest)
2. Picture of "Pony Express" (Man riding horse)
3. Picture of old telephone
4. Picture of an automobile
5. Picture of an airplane
6. Picture of television
7. Picture of communications satellites

LEARNING ACTIVITY #2

1. runner (yellow)
2. pony express (blue)
3. telephone (salmon)
4. television (green)
5. satellite (red)

LEARNING ACTIVITY #3

Picture of a letter

Picture of a drum

Picture of a telephone

Picture of a broom

Picture of a telegram

Picture of a house

Picture of a mirror

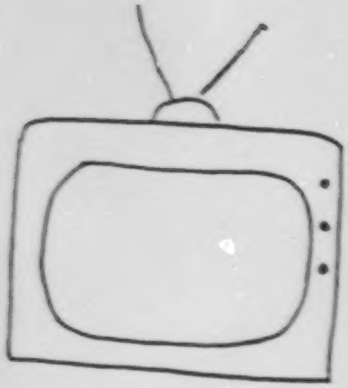
Picture of a book

Picture of an airplane

Picture of a smoke signal

COMMUNICATIONS CARDS

LEARNING ACTIVITY # 2



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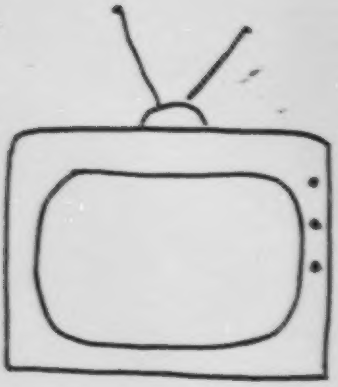

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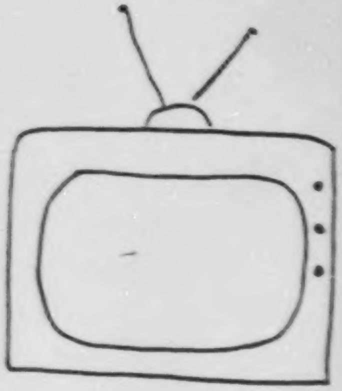

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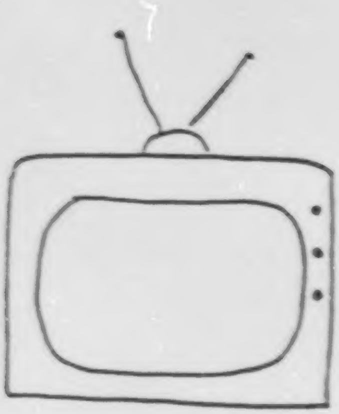

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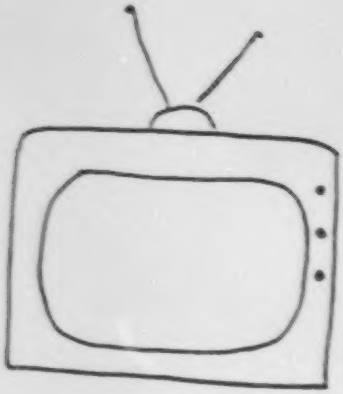

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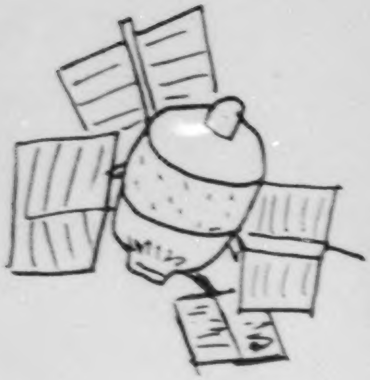
COMMUNICATIONS CARDS



2 K213A

2 K213A

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COMMUNICATIONS CARDS

3 K213A

3 K213A

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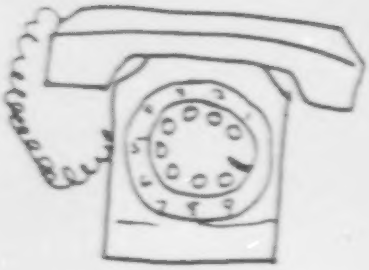
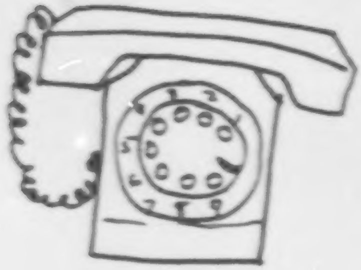
COMMUNICATIONS CARDS



4 K213A



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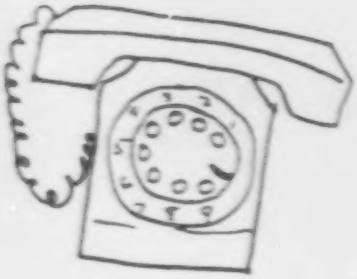
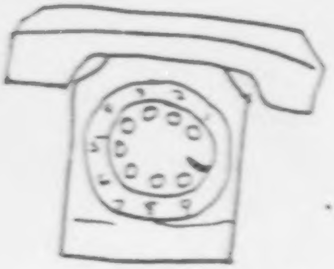


4 K213A



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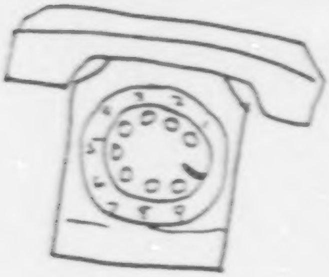


4 K213A

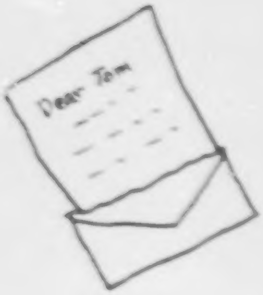
COMMUNICATIONS CARDS

LEARNING ACTIVITY NO. 3

Cut and paste the items on your construction paper which would make your own museum of communication.

K213A

"MUSEUM OF COMMUNICATIONS"



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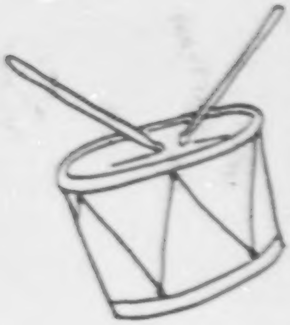

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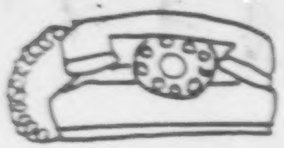

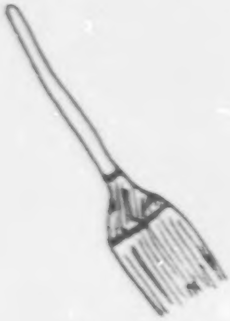

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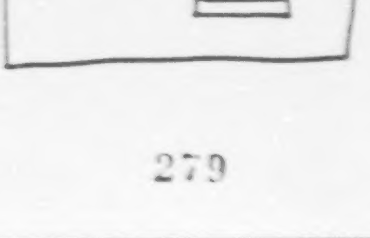
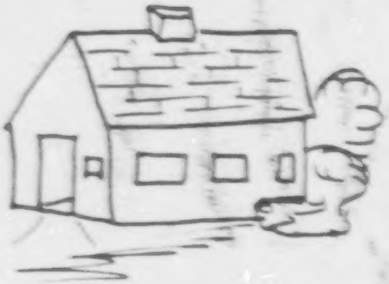

WESTERN UNION

"MUSEUM OF COMMUNICATIONS"



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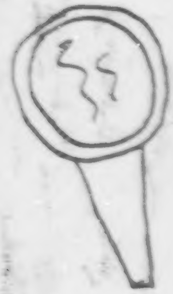

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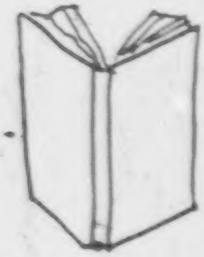

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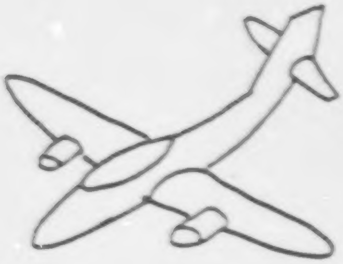

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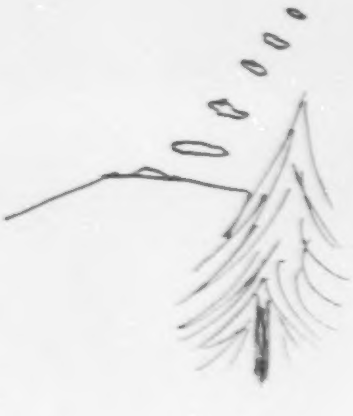

CAREER GENERALIZATION

Changing social and technological conditions affect careers and career opportunities.

CAREER OBJECTIVE:

The student will compare and contrast the effects of different technological and social factors on careers.

PERFORMANCE OBJECTIVE:

Given Activity #3 (Riddle Worksheet), the student will identify the workers who do specified jobs with 70% accuracy.

MATERIALS:

Activity #1
*Contrasting Pictures (log cabin and modern day home)
*Information Sheet for teacher
Activity #2
*Worksheets "Which House?" containing picture of log cabin and and modern day home and objects to place in houses.
Activity #3
*Worksheet "Who Am I?"
Glue, scissors, and colors

PREPARATION:

Activity #1 is designed for the entire class. Gather the materials.

Activity #2 is designed for the entire class. Reproduce as many copies of the picture pieces as needed.

Activity #3 is designed for the entire class. Reproduce as many copies of the worksheet as needed.

PROCEDURE:

Display Contrasting Pictures for Activity #1. Lead an open discussion on differences of the houses. With children, try to compile a list of the different workers and what they do in the construction of these houses. Refer to the Information Sheet for information on modern day workers.

Distribute materials for Activity #2. Read the instructions to the children.

Distribute worksheets for Activity #3. Read instructions given for worksheets.

EVALUATION:

The student should be able to complete the worksheets with 70% accuracy. If not, Activity #1 and #2 will be reviewed and the test regiven.

ACTIVITY #1

1. Picture showing outside of a log cabin. Beside log cabin you need friends, relatives and neighbors. (They should be dressed in clothing appropriate for the times.)
2. Picture showing inside of a log cabin, featuring fireplace, bed, table, and chairs, candles, stand with pitcher and bowl.
3. Picture showing a modern day home being built. It should include a carpenter, bricklayer, and painter.
4. Picture showing inside of a modern day home, with modern day furnishings.

ACTIVITY #2

Black and white pictures.

1. Picture of log frame 5" x 7"
2. Picture of board frame 5" x 7"
3. Picture of a log cabin roof to fit log cabin frame
4. Picture of a modern roof to fit the modern house frame
5. Picture of two bricks
6. Picture of two logs
7. Picture of stand, with pitcher and bowl
8. Picture of sink with faucet
9. Picture of old time gasoline lamp and candle
10. Picture of modern day light fixture
11. Picture of modern day glass window
12. Picture of log cabin window with shutters

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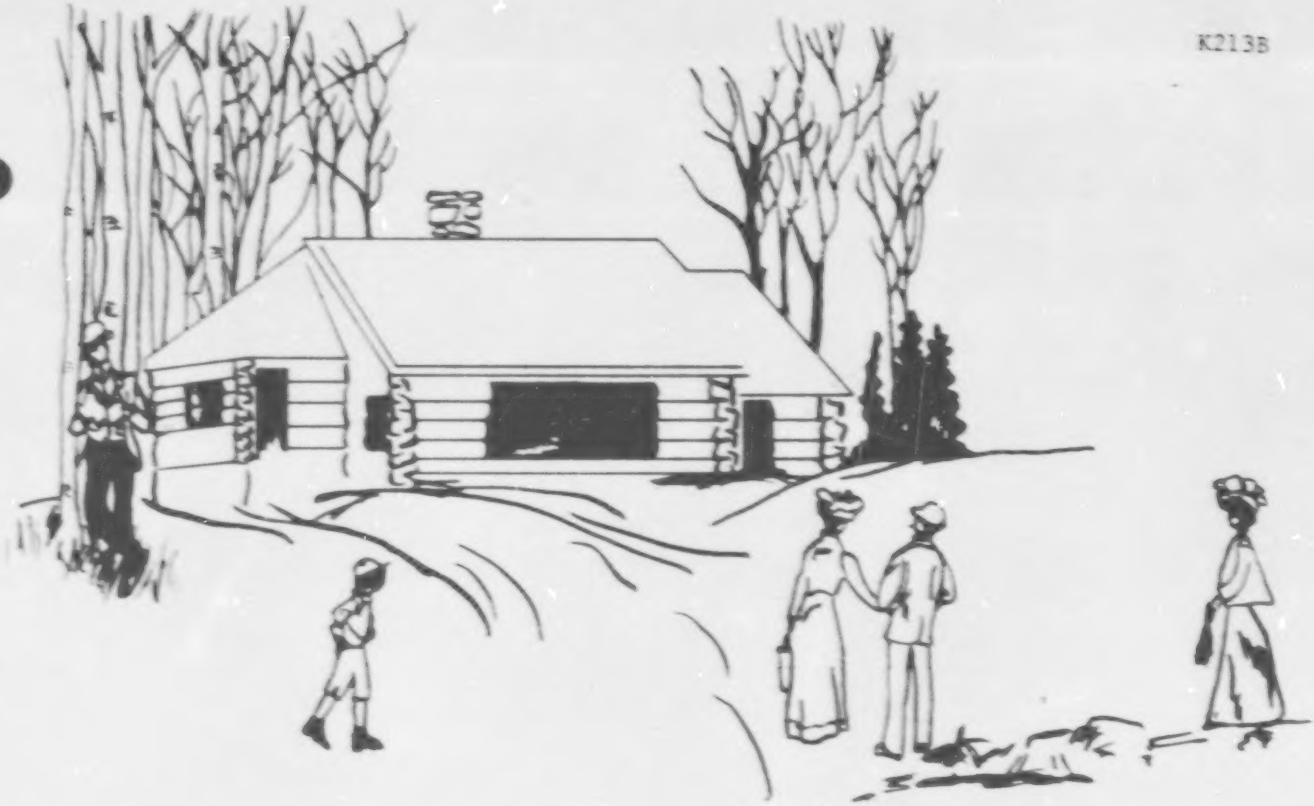

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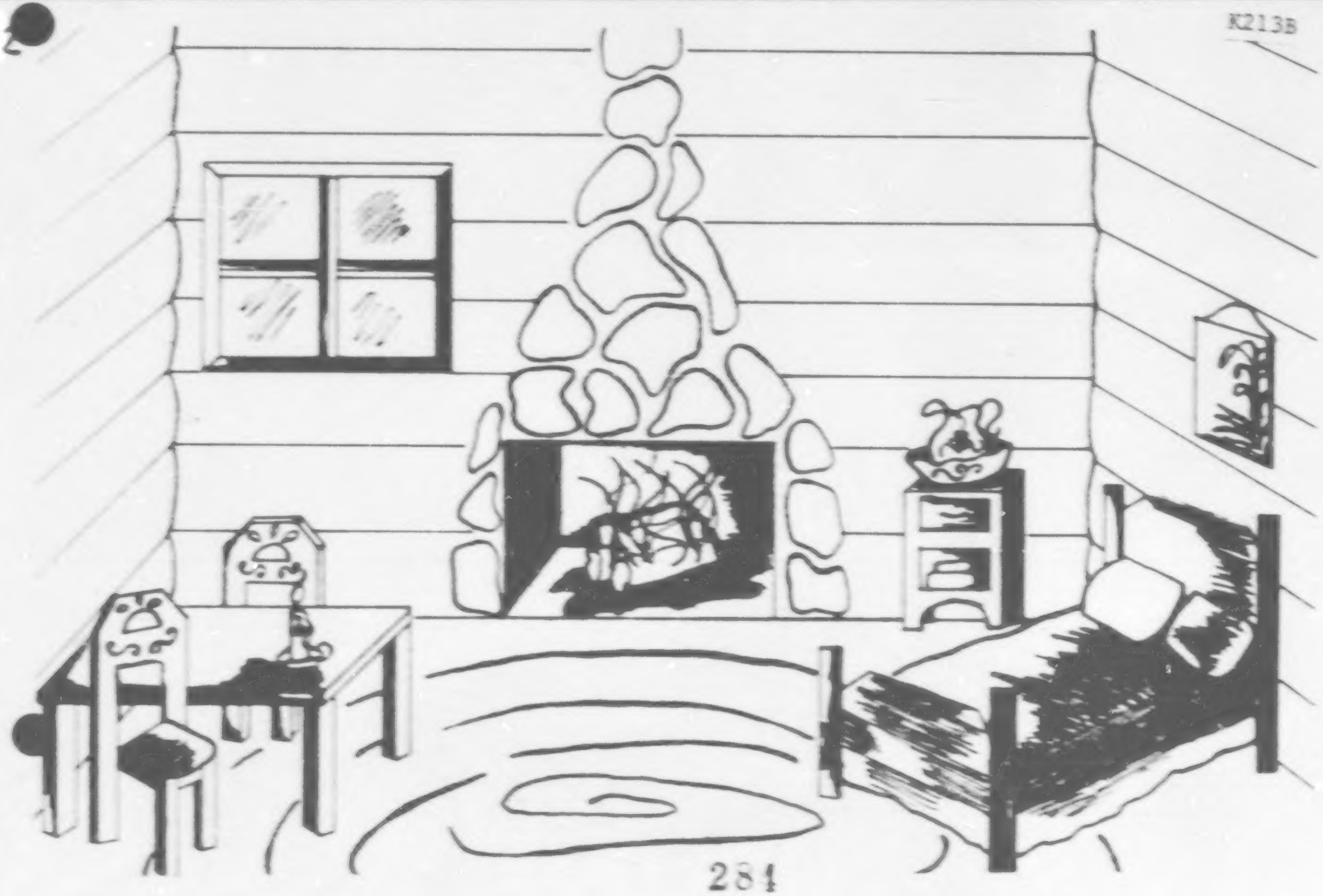

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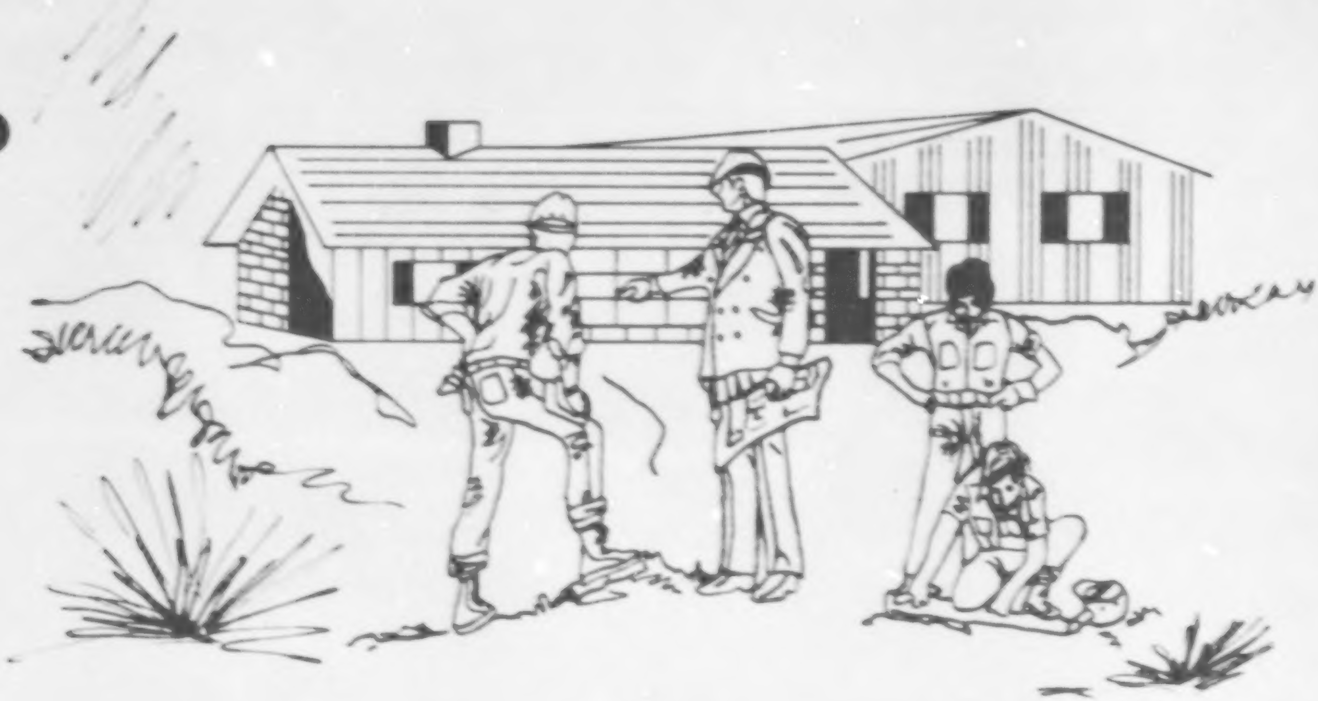

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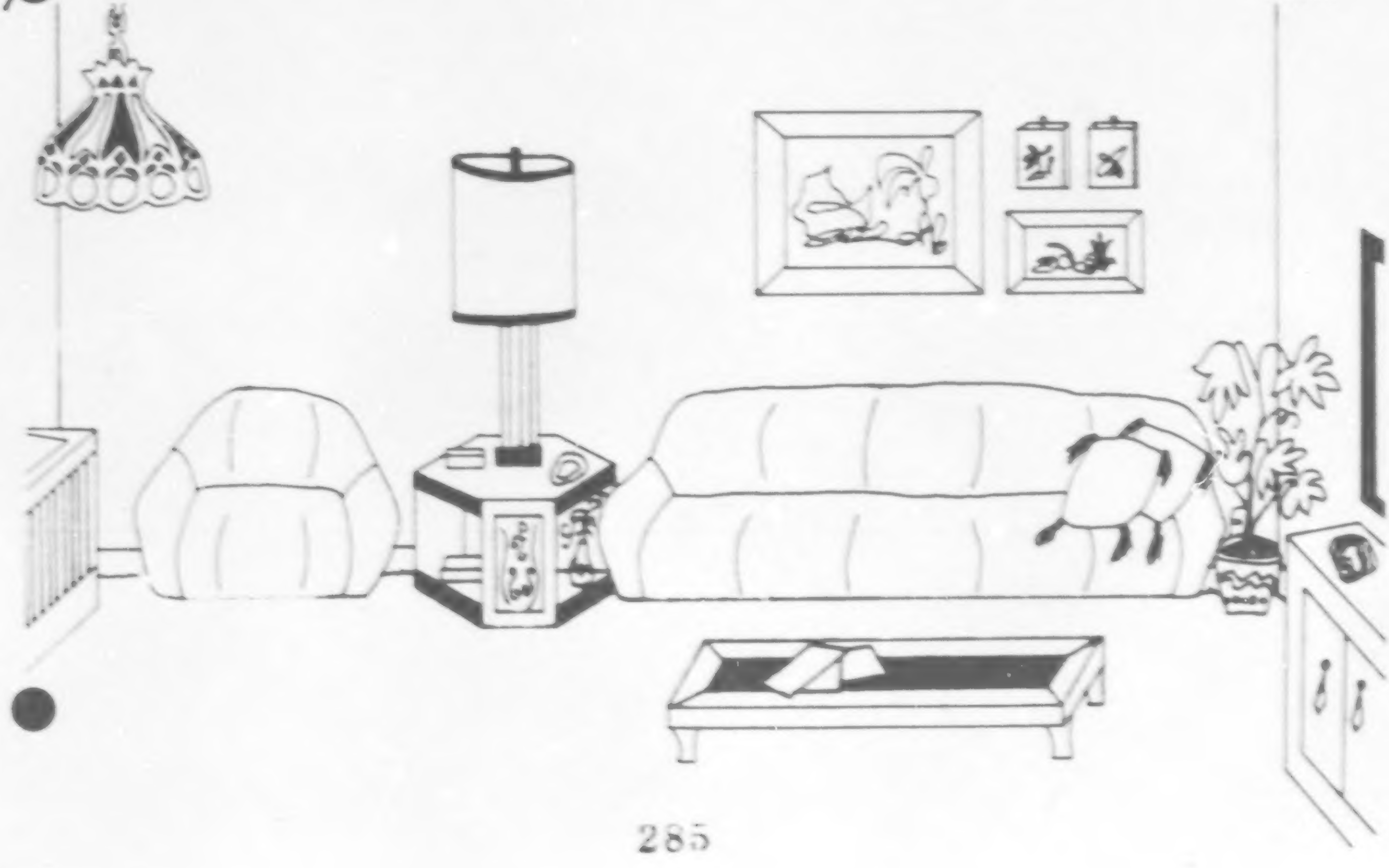


INFORMATION SHEET

Carpenter - Works on buildings, bridges and docks, using all kinds of electric and hand tools.

Brick layer - Builds brick walls and chimneys of homes and buildings.

Electrician - Installs wiring for power and light.

Supervisor - supervises other workers at a construction site.

Air-Conditioning and Furnace - Installs air conditioners and furnaces and keeps them running.

Surveyor - Responsible for measuring land.

Heavy Equipment Operator - Runs heavy equipment such as power shovel, bulldozer, and paving machine.

Framer - Puts up outside wood frame and does all necessary cement work.

Roofer - Puts on shingles, chat, and other types of roofing materials.

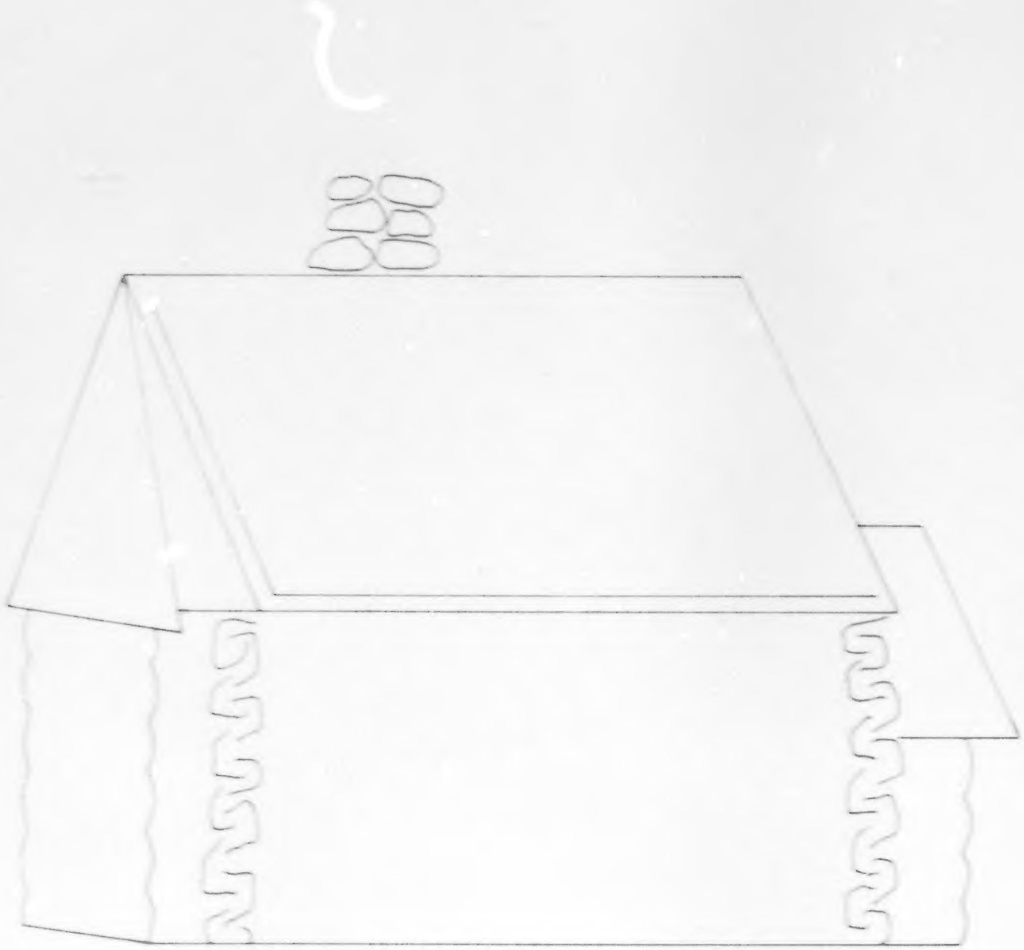
Telephone technician - Installs wires and boxes for telephones.

Plumber - Installs pipes, faucets, water heaters, bathroom and kitchen fixtures, some appliances and makes sure they are left in working order.

Painter and paperhanger - Finishes all walls, does necessary painting and papering inside and out.

Carpet and floor person - Lays carpet and tile on floors.

Architect - Designs and draws up the blueprints for a house.



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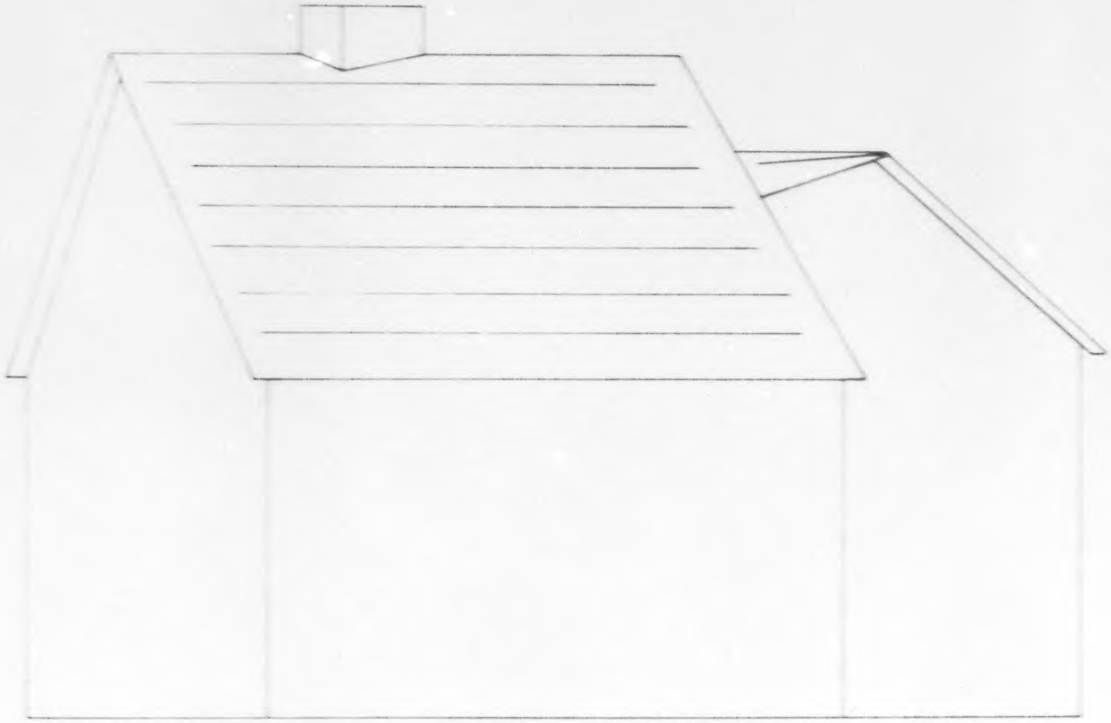

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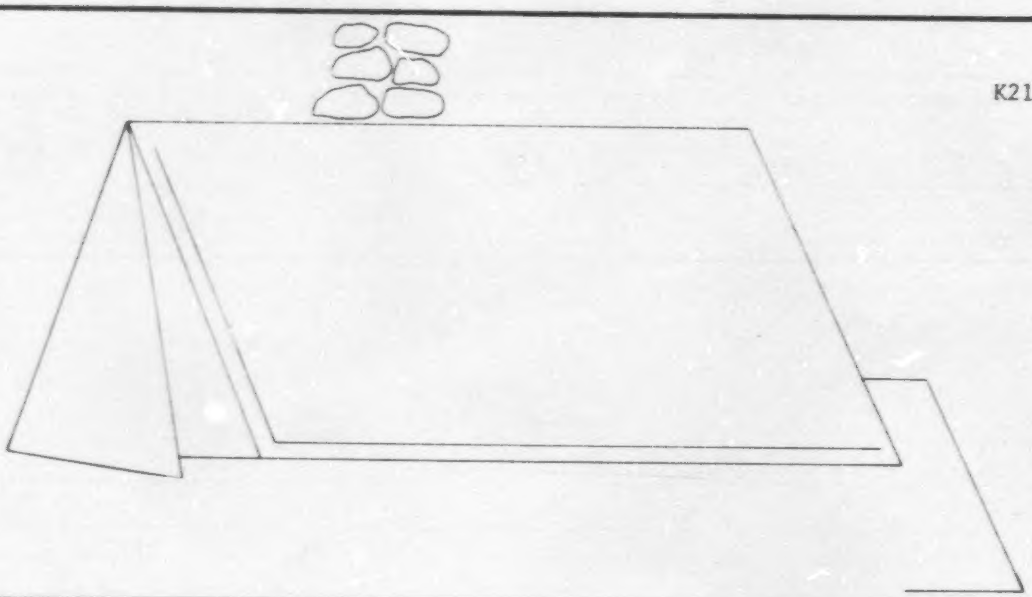

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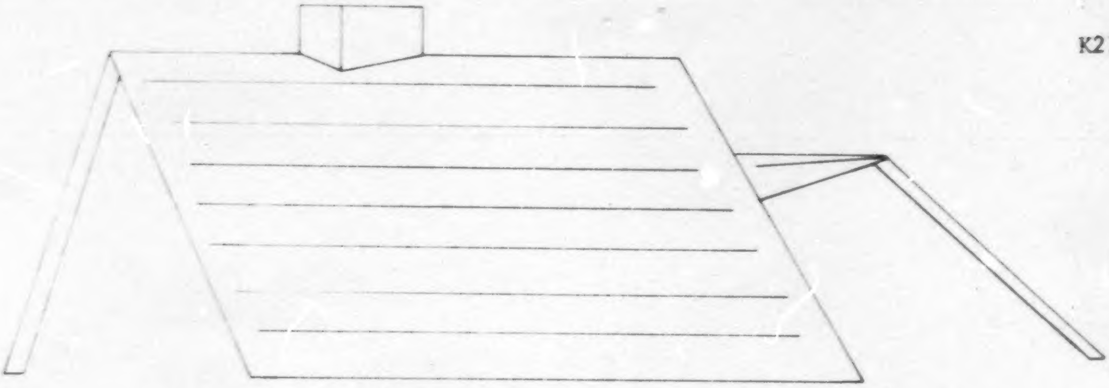

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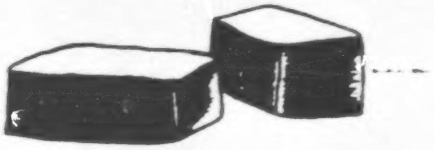

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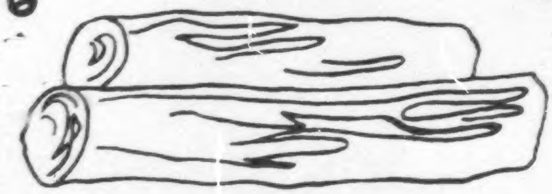

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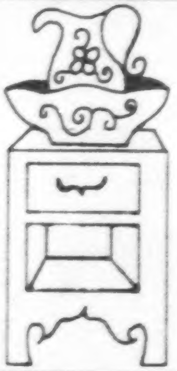

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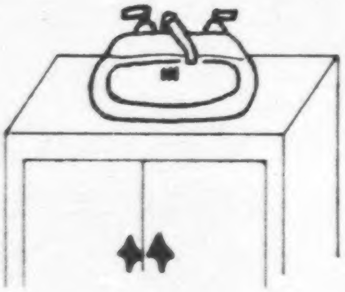

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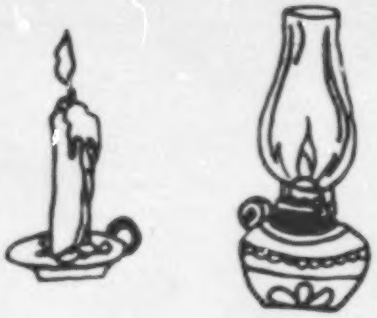

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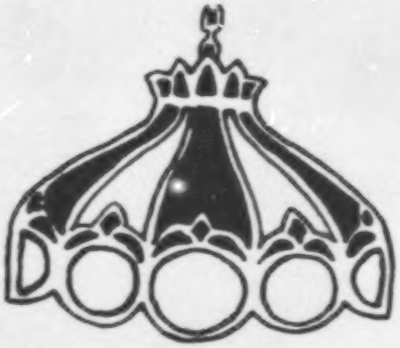

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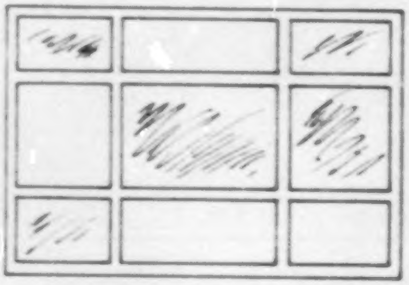

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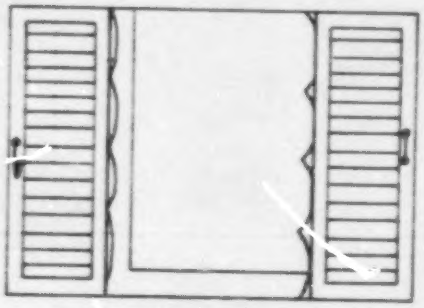


WHO AM I?

Activity #3

Read each riddle. Choose the correct word from the list below that answers the riddle.

My job is putting in pipes,
And making sure they are the right type.
I am a ________________.

I work up high
And pound and pound,
Until I'm finished
You'll see the sky.
I am a ________________.

I move my arms,
I use a brush.
I cover walls
And try not to rush.
I am a ________________.

Install the wires,
Hang the lights,
Push the button
Everything's right.
I am a ________________.

I make the foundation
On the right location.
Frame the walls
So they don't fall.
I am a ____________________.

I pound the nails,
I saw the wood,
The house I make
Is very good.
I am a ____________________.

I am the boss,
I work with you.
I make the plans
For what you do.
I am a _____________________.

police officer
roofer
supervisor
plumber

electrician
barber
doctor

carpenter
painter
framer

CAREER GENERALIZATION:

Changing social and technological conditions affect careers and career opportunities.

CAREER OBJECTIVE:

The student will analyze the effects of specific technological and social changes on a particular setting and its occupants.

PERFORMANCE OBJECTIVE:

Given the mimeograph sheet, the student will identify an occupation, print the beginning letter, then place the picture in the correct occupational category, with 85% accuracy.

MATERIALS:

*Worksheet (3 pages)
Scissors
Glue
Pencil

PREPARATION:

The three spirit masters need to be mimeographed so that there is one of each set per child.

PROCEDURE:

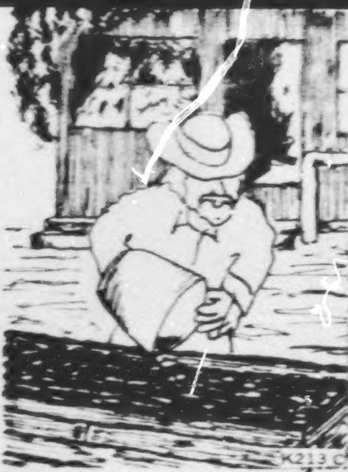
Pass out a mimeographed sheet to each child. Child should cut out on dotted lines the three pictures at the bottom, and place each picture in the correct blank space on the sheet, showing the modern way of doing the jobs pictured. For each job, use the following procedure:

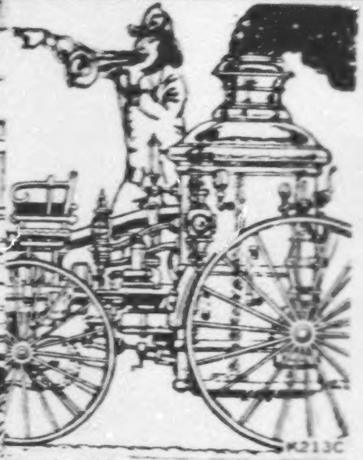
1. Discuss the occupation worksheet, "Who Is He?"
2. What letter does that occupation start with? Have the child place the correct letter in the space.
3. Discuss the two pictures that follow and their change and or progress.

EVALUATION:

Each student will be able to explain the effect of machines on one's life style.

IREFIGHTER





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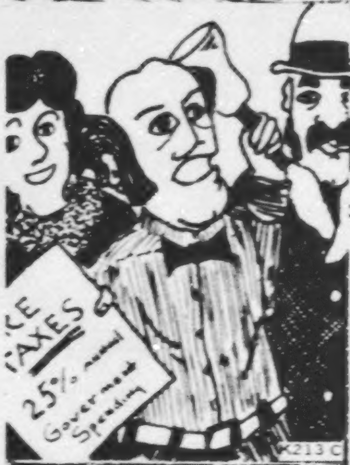
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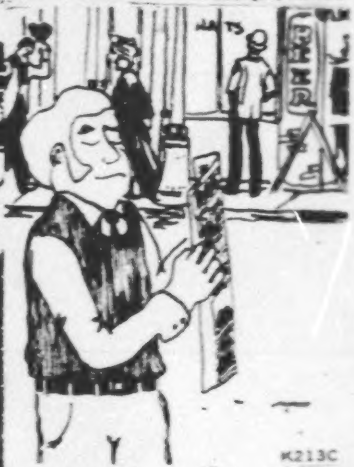

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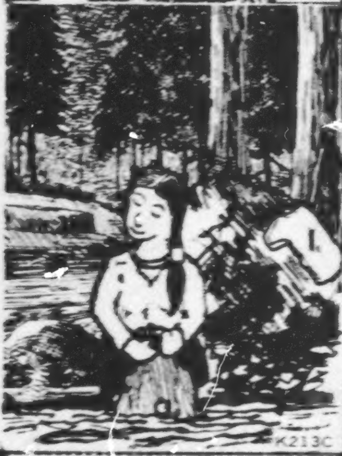
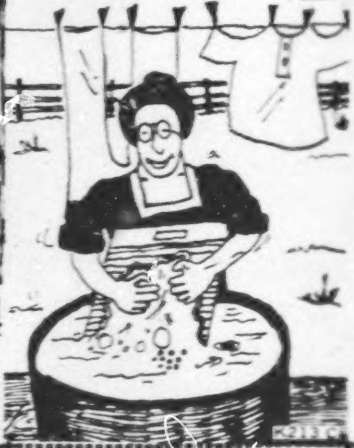
3. ___OMEMAKER





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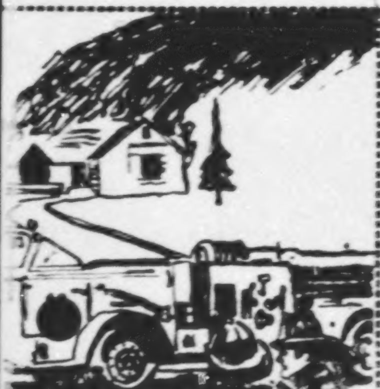

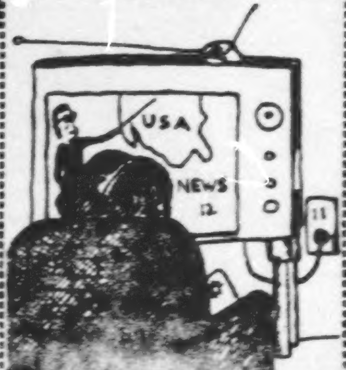

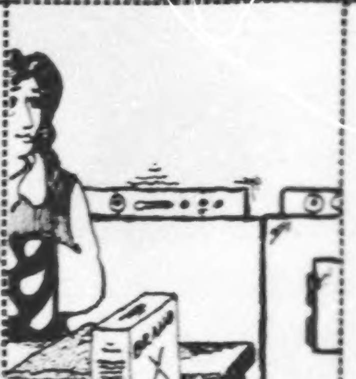

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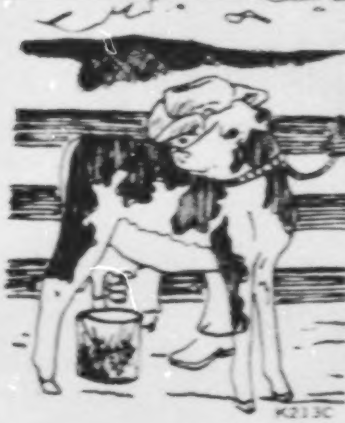

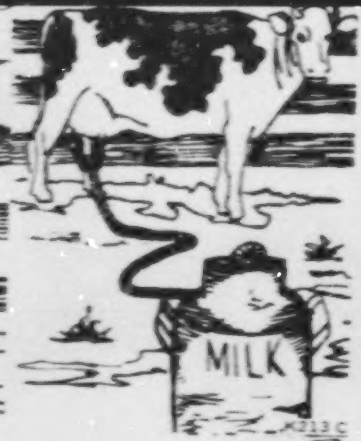

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2. ___ILOT

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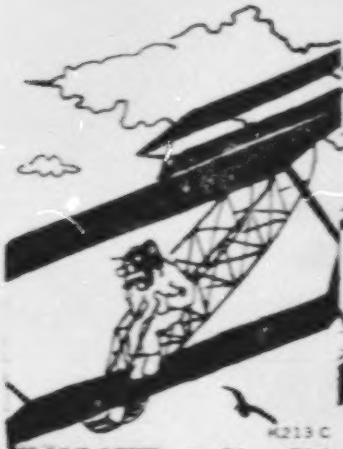

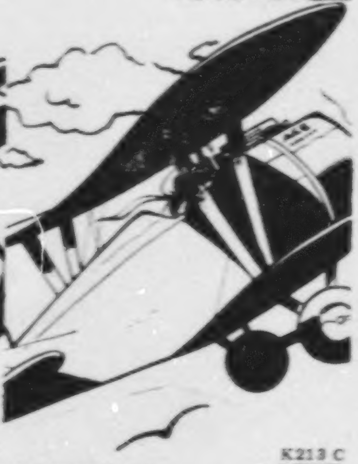

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3. ___UMBERJACK

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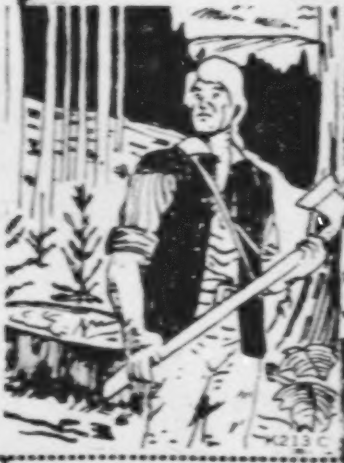

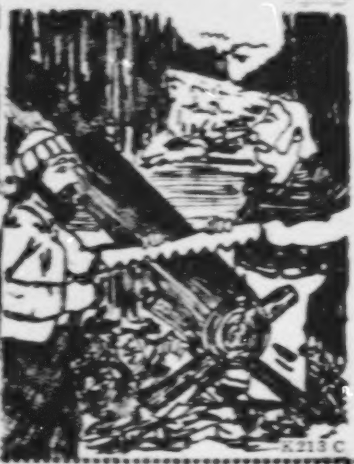

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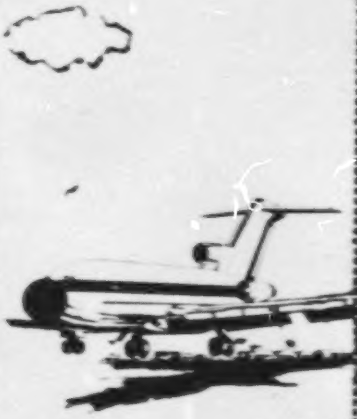

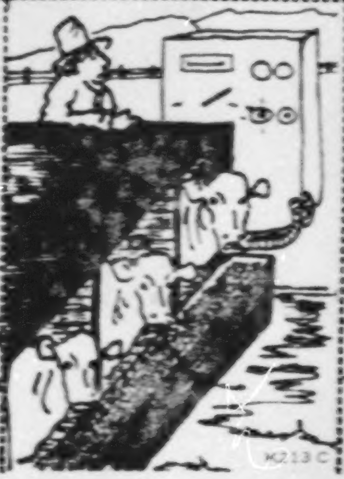

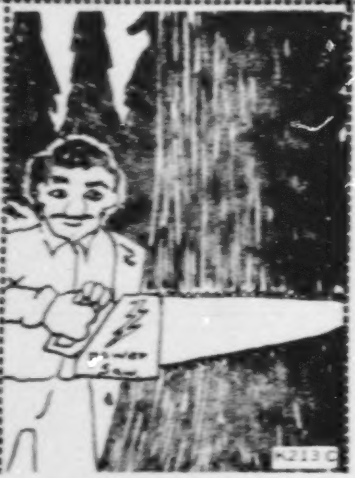

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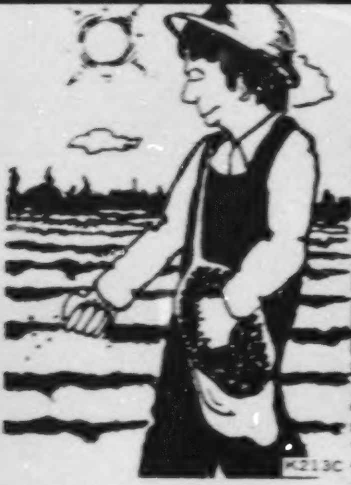

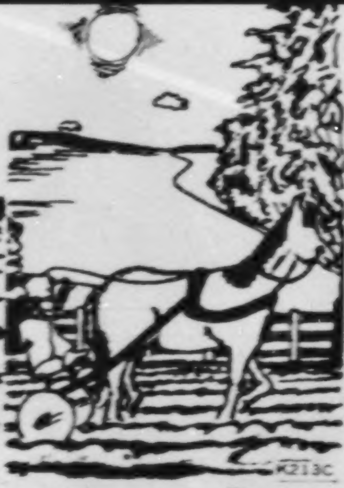

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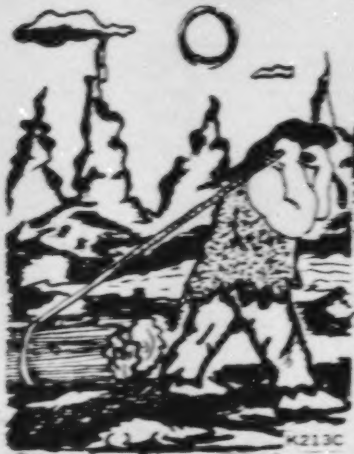

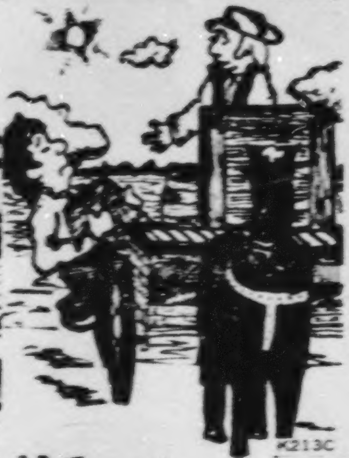

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3 ___AIL CARRIER

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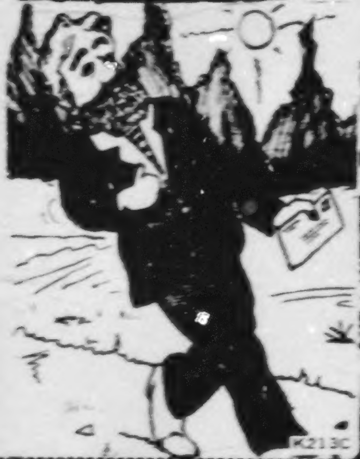

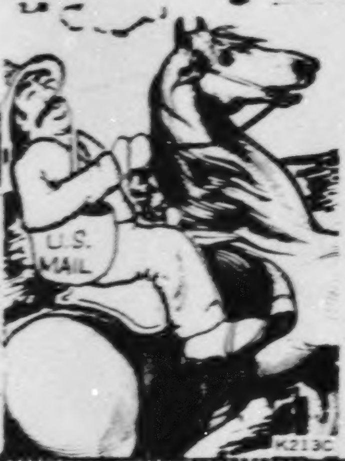
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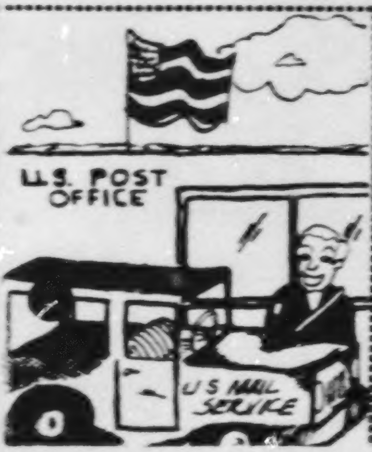
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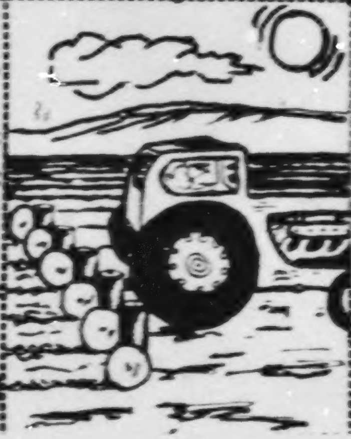
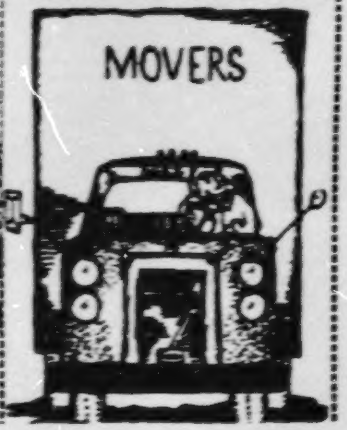
U.S MAIL SERVICE





CAREER GENERALIZATION:

Changing social and technological conditions affect careers and career opportunities.

CAREER OBJECTIVE:

The student will evaluate the worth and merit of particular technological and social changes as they relate to his/her own career and to the total community.

PERFORMANCE OBJECTIVE:

The student will identify, on a worksheet, the six items that depend on electricity.

MATERIALS:

Learning Activity #1
*Invention Clock - 1400 to 1900.
*Song Sheet - "Old MacDonald Had A Museum" to the tune of "Old MacDonald Had A Farm"
*Picture Cards (7)
Learning Activity #2
*Gameboard "Racetrack of Inventions"
*Gameboard Directions
*Invention Cards (16)
*Miniature Race Cars (3)
*Dice (1)
Learning Activity #3
*Worksheet "House of Electricity"

PREPARATION:

Activity #1 - This activity is designed for the entire class. Check to see that you have the needed materials: Invention Clock, Song Sheet, and seven Picture Cards.

Activity #2 - The "Racetrack of Inventions" game is designed for two or three students for use in a learning center. Place the materials in a learning center.

Activity #3 - Reproduce as many copies of the Worksheet "House of Electricity" as needed.

PROCEDURE:

Activity #1 - Discuss the information on the "Invention Clock" before proceeding with Activity #1. Select seven students to hold the Picture Cards. After cards are passed out and instructions are given, the teacher will lead the students in the song "Old MacDonald Had A Museum."

As each verse is sung, the student with the corresponding picture card should stand up.

Activity #2 - Game - "Racetrack of Inventions"
Have students follow instructions given on the instruction sheet accompanying the game.

Activity #3 - Each child will be given Worksheet #3. The teacher will read the instructions and the students will complete the assignment.

EVALUATION:

The student should be able to complete the Worksheet "House of Electricity" with 80% accuracy. If not, review "Invention Clock" and let the children work with the game in Activity Center, then regive the test.

1. Picture of steam engine - 1700's
2. Picture of television - 1900's
3. Picture of airplane - 1900's
4. Picture of car - 1900's
5. Picture of telephone 1900's
6. Picture of sewing machine - 1800's
7. Picture of train - 1800's
8. Picture of threshing - 1700's
9. Picture of pendulum clock - 1600's
10. Picture of telescope - 1500's
11. Picture of microscope - 1500's
12. Picture of sailboat - 1400's
13. Move Up 2
14. Move up 1
15. Move back 1
16. Move back 2

The finished cards should be on heavy cardboard.

"OLD MACDONALD HAD A MUSEUM"

Tune: Old MacDonald Had A Farm

Verse I

Old MacDonald had a museum
Yes, Oh, Yes, Oh, Yes
And in his museum he had a clock
Yes, Oh, Yes, Oh, Yes
With a tick, tock here and a tick, tock, there
Here a tick, there a tock, everywhere a tick, tock
Old MacDonald had a museum
Yes, Oh, Yes, Oh, Yes

Verse II

Airplane
zoom, zoom here and a zoom, zoom there
Here a zoom, there a zoom, everywhere a zoom, zoom.

Verse III

Car
roar, roar here and a roar, roar there
Here a roar, there a roar, everywhere a roar, roar.

Verse IV

Telephone
Ring, ring here and a ring, ring there
Hear a ring, there a ring, everywhere a ring, ring.

Verse V

Train
Toot, toot here and a toot, toot there
Here a toot, there a toot, everywhere a toot, toot.

Verse VI

Telegraph
Tap, tap here and a tap, tap there
Here a tap, there a tap, everywhere a tap, tap.

Verse VII

Sewing machine
Buzz, buzz here and a buzz, buzz there
Here a buzz, there a buzz, everywhere a buzz, buzz.

Seven Picture Cards to accompany song "Old MacDonald Had A Museum".

Put a colored picture (as designated below) each on a separate sheet of paper.

1. Picture of a pendulum clock
2. Picture of an airplane
3. Picture of a car
4. Picture of a telephone
5. Picture of a train
6. Picture of a telegraph
7. Picture of a sewing machine

RACETRACK OF INVENTIONS

Reproduce racetrack on heavy cardboard (total size 17 x 22). Laminate. Cards of Inventions square is to be purple.

1. On pink square, picture of sailboat.
2. On aqua square, picture of microscope.
3. On yellow square, picture of telescope.
4. On red square, picture of pendulum clock.
5. On green square, picture of steam engine.
6. On pink square, picture of thresher.
7. On aqua square, picture of train.
8. On yellow square, picture of sewing machine.
9. On red square, picture of telephone.
10. On green square, picture of car.
11. On pink square, picture of airplane.
12. On aqua square, picture of television.

START and HOME circles are to be white.

DIRECTIONS FOR "RACETRACK OF INVENTIONS"

SETTING UP:

The game is designed for two or three players. Each player chooses a race car and places it on START. Shuffle the Cards of Inventions, and place the cards face down on the board.

PLAYING:

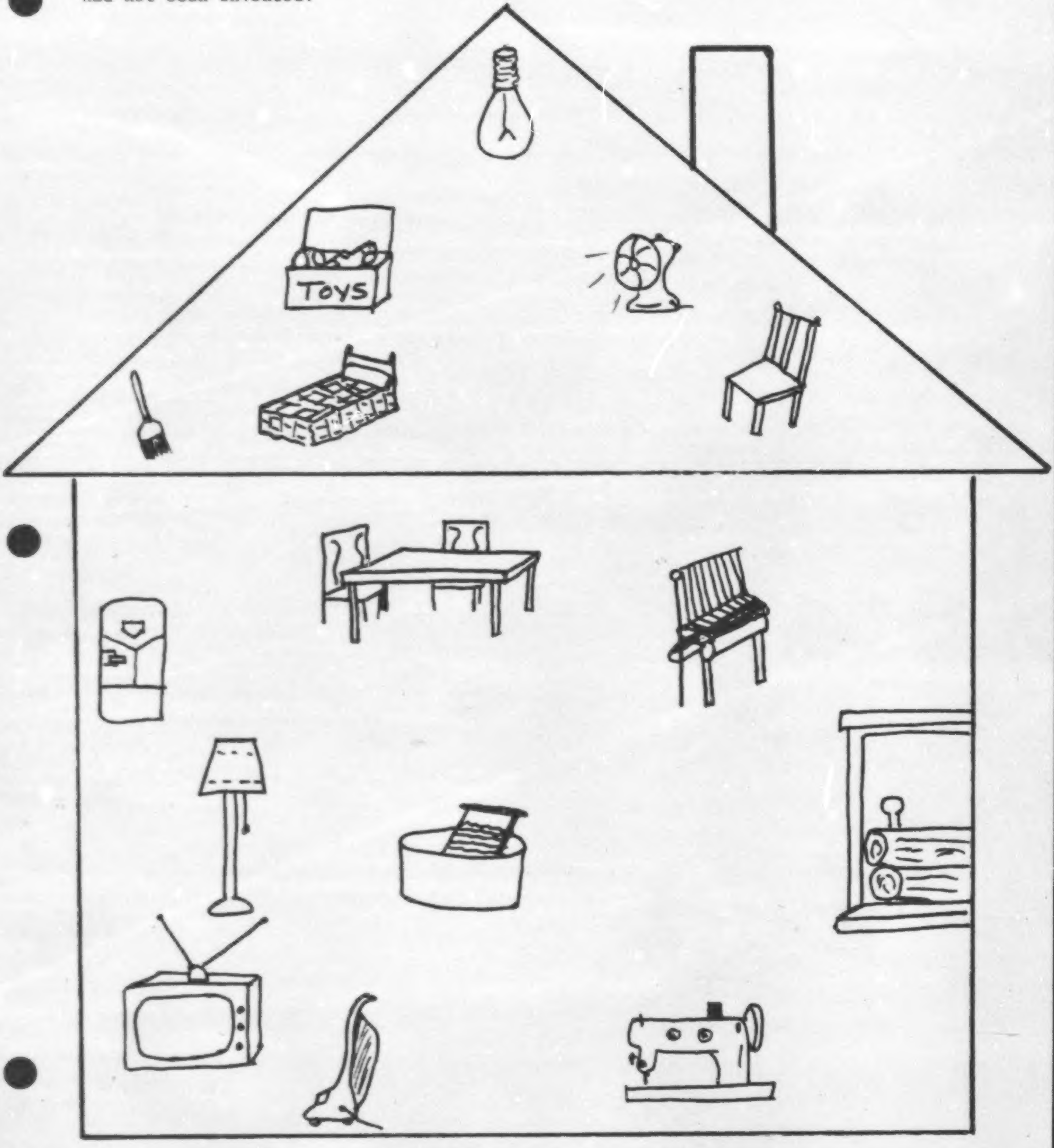
Each player rolls the dice to determine who goes first. (Highest number goes first.) The first player draws a card and moves his car to the matching invention. He then places the card he drew on the bottom of the deck. The next player does the same. If a card is drawn for an occupied space, the player occupying that space goes back to START. The player who reaches HOME first is the winner.

HOUSE OF ELECTRICITY

K213D

Instructions: (For the teacher to read.)

Put an X on all of the items in the house that we would do without if electricity had not been invented.



CAREER GENERALIZATION:

Different occupations are related in many ways.

CAREER OBJECTIVE:

The student will identify the different occupational clusters and the jobs within those clusters.

PERFORMANCE OBJECTIVE:

The student will classify occupations into five occupational clusters, with 90% accuracy.

MATERIALS:

*Classification Game Directions
*Classification Card with labeled envelopes
*Worker Cards (36)
*Classification Gameboard
*Evaluation Sheet

PREPARATION:

Reproduce enough copies of the Evaluation Sheet for each student. Laminate the game pieces if desired. The Classification Game is designed for three to four players. The teacher will need to place a Classification Card, a Classification Game Board, and a set of Worker's Cards in the interest center.

PROCEDURE:

Instruct students to play the game according to the directions.

EVALUATION:

Read the Evaluation Sheet items to the students. Check their work.

CLASSIFICATION GAME DIRECTIONS

Three or four players may be involved in this game. The cards are shuffled and laid on playing card in Pile 1 with pictures face down, words up. Players alternate drawing cards from the top until each has seven cards. Players hold the cards in their hands so they can see the pictures and letter code. They should not let other players see their pictures.

Player 1 says to any other player, "Give me all your 'A' cards" (or the letter he wants to match with his larger amount of one letter). If "Johnny" has any cards of the ones Player 1 wants, he must give up all he has of that letter. If "Johnny" does not have any of that letter, he tells Player 1 that he has no cards of that letter, then Player 1 draws. If he gets a letter he called for, he says he got that letter and he gets to ask another person for that letter. If he doesn't get the letter from drawing, he discards one card and Player 2 takes his turn in the same manner.

The first player to get six people of one letter, places it in the right envelope and he is the winner.

The game is repeated.

EVALUATION FOR CLASSIFICATION GAME

In small box, use the following letters to tell in which area each occupation falls: H = Health; T = Transportation; CON = Construction; N.R. = Natural Resources; COM = Communication; S = Service. Teacher may read. Class may do altogether.

1. Dietician
2. Pollution Engineer
3. Police Officer
4. Nurse
5. Forest Ranger
6. Minister
7. Truck Driver
8. Painter
9. Newspaper carrier
10. Line person
11. Bricklayer
12. Pilot
13. Rancher
14. Carpenter
15. Dentist
16. Railroad Engineer
17. Librarian
18. Radio Reporter
19. Mail carrier
20. Nursery person
21. Bus Driver
22. Electrician
23. Telephone Operator
24. Veterinarian
25. Taxi Driver
26. Farmer
27. Teacher
28. Physician
29. Plumber
30. T.V. Announcer
31. Social Worker
32. Lumberjack
33. Mechanic
34. Psychiatrist
35. Bulldozer Operator
36. Photographer

NAME ______________________________ Date ____________

CAREER GENERALIZATION:

Different occupations are related in many ways.

CAREER OBJECTIVE:

The student will compare and contrast the essential characteristics of the different occupational clusters.

PERFORMANCE OBJECTIVE:

Each student is expected to become familiar enough with the duties of one member of a cluster of city workers that he/she can take that part in a "Diorama of City Workers."

MATERIALS:

*A background scene depicting a city with the tall buildings, businesses, vehicles and other details associated with busy city life.
*Paper Doll Worker Puppets (22)
*Worker Description Cards
*Occupational Clusters Script
The Record, "We're Building A City" (not essential, but would add "zest" to the performance)

PREPARATION:

The Worker Description Cards included with this activity are resumes of material found in the "I Want To Be" books by Carla Greene. The teacher should utilize books similar in content, or film strips or other resources to familiarize the children with Clusters of Occupations and the relationship of workers within the cluster. This should be accomplished before letting the children choose the worker they want to take for their part in the Diorama. The teacher may make the dolls or let the children construct their own Paper Doll Puppets using models provided. Before the activity, cut out the Worker Description Cards. Each child should select a Worker Puppet and be given the appropriate Worker Description Card to memorize.

PROCEDURE:

This "Diorama of City Workers" begins with the children standing in a semi-circle with their Paper Doll Puppets in front of them. They all sing together the following song, "Building A City."

We're building a city.
We're building a city.
Working and planning
We're building altogether.
Building for the teacher,
the doctor, the lawyer.
Building for the mail carrier,
the merchant, too.
We're building a city.
We're building a city.
Working and planning
We're building altogether.

After the song is finished, the Paper Doll Puppets come "on stage" in clusters. One child has the role of Master of Ceremonies. Before each cluster of workers is brought "on stage", the Master of Ceremonies" makes an introductory statement, using the Occupational Clusters Script. Then the Paper Doll Puppets in the cluster are manipulated by the children and each child speaks his descriptive paragraph as he manipulates his Paper Doll Worker.

After all the clusters of workers have appeared and the paragraphs for each worker have been said, all the children stand in a semi-circle again, holding their puppets in front of them and sing together once more the "Building A City" song. Then the children sing together this song.

Do unto others as you'd have them
do unto you.
All men are brothers.
This above all must be true.
Love one another,
Help each other and then
The peace we have longed for
Will come to all men.

EVALUATION:

As a follow-up activity at the flannel board, the Paper Doll Workers could be taken off their stands. A piece of flannel on the back makes the doll adhere to the flannel board. Each child could be asked to group the dolls in the proper clusters.

NURSE:

Nurses go to classes in hospitals. They learn to take care of people by working on dolls as big as people. Nurses rub people's backs, fix healthy foods for sick people, give medicines, and help doctors. Nurses go to school for two years after high school.

FARMER:

Big Bertha is a tractor. The farmer uses Big Bertha to pull many kinds of tools that help the farmer plant seeds and harvest food from the plants. The farmer has many animals on the farm. The animals give us food, too. Farmers can go to school to learn about soil and weather.

FISHERMAN:

There are many kinds of boats and many kinds of nets for catching fish. The fish are put into the hole of the boat and covered with ice. The crows nest is high on a pole over the boat. This is where the lookout watches for schools of fish. There is also a galley for the cook, and a wheel house where the captain guides the ship.

COWBOY:

There are many cows on a ranch. In winter cowboys have to take hay to the cattle when snow is on the ground. Horses run wild on the ranch in winter. The horses are rounded up and tamed in the spring. Then the horses are ridden in the spring round-up of all the cows. The calves have to be branded. Fall round-up is to find cows ready for market.

NEWS REPORTER:

Copy boys do little jobs at the newspaper office. They learn about reporting by watching how people work in the newspaper office. Reporters have to get all the facts about their stories. They have to write well and spell words correctly. It helps to work on a school newspaper if you want to be a reporter.

BUS DRIVER:

Bus drivers go to school to learn to start, stop and turn a bus. They learn names of streets. They learn safety rules. They must be healthy and strong and have good eyes.

MECHANIC:

Mechanics like to work on machines. Machines are made of wheels and levers. Steam, oil, and gas make them run. Mechanics go through high school. Then they go to a trade school to learn how machines are built. They have to learn how the parts work together.

AIRPLANE HOSTESS:

The airplane hostess is called a Stewardess. The hostess takes care of children who travel alone on the plane. She/he fastens their seat belts while the plane is taking off. The Stewardess serves the food on trays. She/he finds bottles for babies. They must finish high school and go to an airline school for six weeks. They must be neat and trim and like people. They learn how to take care of sick people. They make practice trips and take tests. Then they get their Stewardess pins shaped like wings.

COAL MINER:

Coal gives us heat, light, power, and lots of other things. Coal was dead plants. The plants were buried under mud and sand for millions of years and became hard as rocks. Coal is under the ground. Workers go down in the ground to get the coal. This is called mining. Little trains carry the coal out of the mine up to a big building called a Tipple. The coal is washed and dumped into train cars. The coal is taken all over the world.

CARPENTER:

Carpenters hammer, saw, drill, and build things. They build stairs, lay floors, fit windows, hang doors, and pretty soon--there's a house. They work for four years as a carpenter's helper. Then they can be a real carpenter.

ARCHITECT:

Architects draw plans to tell how to make buildings. There is a place for everything in their plan--windows, walls, heating pipes--all have a certain place to be in the plan. These plans are called blueprints. Architects go to college for five years. They work with other architects for three years. Then they are ready to be an architect.

TELEPHONE OPERATOR:

Telephone operators must read and write well. They must speak words clearly. They must be polite. Operators work at a big board. When a light goes on, someone wants to talk to someone far away. There are even telephone lines under the ocean. The telephone company has teachers to teach people to be operators.

TEACHER:

I help children learn to read, write, and count. I take them on field trips. I help them learn to work and play together.

LIBRARIAN:

I work with books. Sometimes I read books to children. Sometimes I help them find books they like to take home. If children are not careful with books, I have to mend the books. Please take good care of books.

MAIL CARRIER:

I have to read well because I have to know the name on the letter I am taking to someone. I must be strong to carry heavy packs of mail. Sometimes a truck takes mail to a storage mail box on the street. I have a key to the box and I fill my bag with these letters when my bag is empty. Sometimes I deliver things like baby chickens.

POLICE OFFICER:

I help people who are lost. I must be strong and have good eyes and ears. I have to finish high school. I had to go to a police school to learn laws. I must know how to help people when they are hurt. Sometimes I direct traffic.

BEAUTY OPERATOR:

I cut hair. I wash hair. I brush and curl hair. I went to school about six months to learn my job. I take care of people's skin and manicure nails, too. If you eat fruits and vegetables and get lots of sleep, you will have a prettier skin.

DOCTOR:

A doctor knows what makes our body sick. He/she helps people keep their bodies well. Doctors help people any hour of the day or night. The doctor goes to school eight years after he finishes high school. There is so much to learn about our skin, bones, heart, and all parts of our wonderful body.

VETERINARIAN:

This is a doctor who loves animals. If your dog doesn't bark and his ears hang down, he may need to go see the animal doctor. Animal doctors have to go to school to learn how to keep animals well. Sometimes they have to set broken bones for animals.

DENTIST:

You go to see the dentist every six months. The dentist takes care of your baby teeth. When the 20 baby teeth come out, you will get 32 permanent teeth. Sometimes x-rays of your teeth are needed to see if the roots of your teeth are healthy. Sometimes the dentist fills holes in your teeth called cavities so the holes won't get any bigger. Dentists go to school a long time, too.

SPACE PILOT:

Space pilots must be able to spin and tumble without getting dizzy. They must get used to a floating feeling. They have to swallow when they are upside down. They have to use oxygen masks. There is little oxygen on the moon. They must be able to do very hard problems in math.

TRUCK DRIVER:

Most everything city people eat or use or wear rides in a truck at some time. Even horses and cars sometimes ride in trucks. Truck drivers give safety signals with their lights. Truck drivers must know safety rules. They keep log books of everything they do, and where they do it. They know the engine and what can go wrong with it. Farmers need truck drivers to carry their crops to market.

OCCUPATIONAL CLUSTERS SCRIPT

M.C. Statement:

Service Cluster: The workers in this cluster all do services for us and are paid for their service. In this group of workers we have a teacher, a librarian, a police officer, a mail carrier, and a beauty operator.

M.C. Statement:

Health Services: The workers in this cluster help us stay healthy. These workers are the nurse, the doctor, the dentist and the veterinarian.

M.C. Statement:

Construction Cluster: The workers in this cluster help to build homes and other buildings. The workers we have from this cluster are the carpenter and the architect.

M.C. Statement:

Natural Resources: The workers in this cluster work with soil or materials that are found in the earth or the sea. The farmer works with soil; the coal miner works with coal out of the earth; the fisherman gets fish from the sea; and the rancher's cattle eat grass growing in the soil.

M.C. Statement:

Communication Cluster: The workers in this cluster help us get information. In this cluster we have a telephone and a newspaper reporter.

M.C. Statement:

Transportation Cluster: The workers in this cluster are all working with or in vehicles that move people or things. We have a truck driver, a pilot, a bus driver, a stewardess and a mechanic.

CAREER GENERALIZATION:

Different occupations are related in many ways.

CAREER OBJECTIVE:

The student will analyze the relationships between the various occupational clusters and/or jobs within clusters.

MATERIALS:

*Play stamps
Paper mail carrier's hat and pouch
Envelopes
Construction paper
Pencils and crayons
Scissors
Glue

PREPARATION:

Discuss different jobs at the post office such as: window clerk, mail truck drivers, clerks that sort mail, cancelling machines, weighing mail parcels, walking mail carriers, city mail boxes and roadside mail boxes.

Make the mail carrier's hat and pouch out of construction paper. Give each child paper, pencils, and crayons.

PROCEDURE:

This game should be played with a small group. Give a child the mail carrier's hat, pouch and letters with the names of each child written on the houses and letters. Place the cut out houses that have been pasted on construction paper on a chalk board, or some other large area. The child delivers the letters to the correct house.

EVALUATION:

As the students discuss the relationships among the workers involved in various jobs, ask: How do they help each other? Are they doing the same, or different things? Describe and explain.

Career Education Curriculum Consortium
July 1974

GENERALIZATIONS AND OBJECTIVES	CONCEPTS
1. People work for various rewards and satisfactions A The student will identify a variety of reasons why people work B The student will compare reasons why people work in different situations C The student will analyze the behaviors of workers and infer why they are working D The student will evaluate his/her own reasons for working in given settings	respect pride money social (family, peer, community) pressure security grades/points recognition prestige enjoyment
2. Education and training are required for most work A The student will identify the formal and informal educational requirements for specific occupations and identify the educational resources available to help him/her prepare for work B The student will compare and contrast the educational requirements for different occupations as well as the educational resources available for preparing for certain occupations C The student will analyze opportunities afforded by each of the educational resources in relation to specific occupations D The student will evaluate the educational options available in relation to his/her personal objectives and needs	formal education informal education skills apprenticeships internships community resources accreditation/ credentials continuous learning
3. Specialization results in interactions and interdependencies among workers A The student will identify different work roles and their interrelatedness in given specialized work situations B The student will compare and contrast the types of interdependencies in given specialized work situations	specialization interdependence roles technology productivity division of labor synergism

GENERALIZATIONS AND OBJECTIVES	CONCEPTS
C The student will analyze the interdependent roles and interrelationships in given specialized work settings	
D The student will evaluate the degree of specialization best suited to himself/herself and or a specific work setting	
D The student will evaluate the effects of specialized roles on a whole product, process, or interaction	
4. Different occupations require different abilities, skills, and interests	basic job acquisition skills (job finding, application, interviewing, etc.) abilities interests skills
A The student will identify some universal abilities, skills, and interests required for engaging in successful work activities	
A The student will identify specific abilities, skills, and interests required for specific occupations	
B The student will compare the abilities, skills, and interests required for the different occupations	
C The student will analyze the work of different occupations and infer the different abilities, skills, and interests required for successful performance in those occupations	
D The student will evaluate his/her own abilities, skills, and interests in relation to different occupational opportunities	
5. Career development is a life-long process	family peers community personal evolution job changes exploration avocations luck / chance adaptation vocations interests sex education values abilities
A The student will identify the determinants of career development	
B The student will compare and contrast determinants as they affect individuals in their career development	
C The student will analyze a career path in relation to its determinants	
D The student will evaluate and select the determinants that will positively affect his/her own career path	

GENERALIZATIONS AND OBJECTIVES	CONCEPTS
6. Each person is valuable and can be a worthwhile worker A The student will identify the positive contributions made by himself/herself and/or others in a given work setting B The student will compare and contrast the different contributions made by different individuals in a given work setting C The student will analyze, in a given work setting, the variety of contributions made by all individuals involved D The student will evaluate the effect that one person (self or other) has on a given groups interaction or task	self worth dignity individual contribution individual potential
7. Every occupation contributes to society A The student will identify the contributions of different occupations to society B The student will compare and contrast the contributions made by different occupations to society C The student will analyze the contributions made to our society by specializations within the economy. D The student will evaluate which occupations would be needed to achieve certain objectives	goods services public welfare interdependence dignity of all workers planning public sector of economy private sector of economy
8. A person may be suited for several different occupations, and different levels of performance in that occupational area A The student will identify a cluster of occupations that require similar skills A The student will identify the range of performance, competence, and responsibility in different occupational areas B The student will compare and contrast the range of performance and responsibility in given occupations D The student will evaluate his/her opportunities in relation to potential and capacities	skills abilities interests adaptability competence responsibility potential personal goals

GENERALIZATIONS AND OBJECTIVES	CONCEPTS
9. Choice of career usually involves an optimization of greater and lesser needs	self work leisure family/peers citizenship goal selections risk-taking decision-making relative values individual responsibilitie consequences career planning
A The student will identify the components (positive and negative aspects) of a career-related decision	
B The student will compare and contrast the consequences of different career decisions	
C The student will analyze the components of a career-related decision in terms of projected consequences	
D The student will evaluate the alternatives in a career-related decision to produce an optimal decision in relation to his/her personal needs, values, and aspirations	
10. Getting along with people is an important part of a successful career	human relations skills communication skills respect empathy
A The student will identify some human relations and communication skills that are important to a successful career	
B The student will compare and contrast the settings in which specific human relations and communication skills are most appropriate for productive results	
C The student will analyze a situation and determine the human relations and communication skills most appropriate for achieving positive results	
D The student will evaluate his/her own competencies in human relations and communications skills in a variety of settings	
11. Different job functions require different clothing, equipment, instruments, and/or tools	specialization clothing tools equipment technology
A The student will identify the clothing, equipment, instruments, and/or tools related to different occupations	
B The student will compare and contrast the different functions of different clothing, tools, equipment, and instruments in a variety of occupations	

GENERALIZATIONS AND OBJECTIVES	CONCEPTS
C The student will analyze an occupational task and determine the clothing, tools, equipment, and/or instruments necessary for those tasks	
D The student will evaluate the efficiency and effectiveness of different clothing, tools, equipment, and/or instruments for different occupational tasks	
12. Geography and environment influence the world of work	economic resources natural resources culture/hsitory technology
A The student will identify the geographic and environmental factors that are in operation in a given setting	
B The student will compare different sets of geographic and environmental factors in relation to the kinds of occupational opportunities found	
C The student will analyze geographic and environmental factors and infer the kinds of work available or desirable there	
D The student will evaluate the potential of a geographic and environmental setting as it relates to personal occupational aspirations and potential	
13. Changing social and technological conditions affect careers and career opportunities	social change technological change civil rights laws/enforcement mobility "progress" history cultural mores supply and demand
A The student will identify how career patterns change and the social and technological factors inherent in those changes	
B The student will compare and contrast the effects of different technological and social factors on careers	
C The student will analyze the effects of specific technological and social changes on a particular settings and its occupants	
D The student will evaluate the worth and merit of particular technological and social changes as they relate to his/her own career and to the total community	

GENERALIZATIONS AND OBJECTIVES

14. Different occupations are related in many ways

A The student will identify the different occupational clusters, and the jobs withing those clusters

B The student will compare and contrast the essential characteristics of the different occupational clusters

C The student will analyze the relationships between the various occupational clusters and/or jobs within clusters

D The student will evaluate his/her own abilities, interests, and skills in relation to the occupational clusters

CONCEPTS

career clusters
career functions
interdependence

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PROBLEM
MAY WE HELP

THE FEEDBACK SYSTEM

As with any new curriculum we anticipate some problems. In order for the CEAK program to be successful in the future we must have a means for revising the materials after the field test--hence, this feedback system.

You are the key to the system. As the person utilizing the kit you are the only one who can assess the kit's value for your students. Without your feedback, upgrading the materials will be impossible.

The check list on the following page is designed to gather pertinent information in the least amount of time. We estimate a maximum of 5 minutes per check list. Please complete one check list for each coded activity.

After completing the check list, insert it in the miscellaneous section of your handbook. Periodically during the field test, the check lists will be gathered and tabulated. At the end of the field test we will use your suggestions to revise the CEAK program for district wide dissemination.

If problems occur that require immediate attention, we want to help. When you need help call:

Ken Best
Coordinator, Career Education
268-7845 office
684-5931 home

CEAK Feedback System

Teacher Check List

Teacher________________________________School______________

Activity Code___________________________Grade_______________

Directions: Place a check mark where appropriate. When specific information is requested please be as concise as possible.

1. How much time was required to prepare for the activity?

- ____ no advance preparation
- ____ 15 to 30 minutes
- ____ 45 to 60 minutes
- ____ up to 15 minutes
- ____ 30 to 45 minutes
- ____ more than 60 minutes

2. Can you suggest ways to shorten the preparation time?____________________

____

____

3. How much time was required to teach this activity?

- ____ up to 15 minutes
- ____ 15 to 30 minutes
- ____ 30 to 45 minutes
- ____ 45 to 60 minutes
- ____ more than 60 minutes

4. Please circle the number below that best indicates the students' response.

Inattentive Bored-Dull		About Average		Attentive and Enthusiastic
1	2	3	4	5

5. Please identify why the children did or did not enjoy the activity.__________

____

____

6. Was the vocabulary in the activity:

Too Difficult		At the Student's Level		Too Easy
1	2	3	4	5

7. Please identify vocabulary that was:

Too Difficult	Too Simple

8. Were the materials provided for the activity:

Poor		Fair		Excellent
1	2	3	4	5

9. Can you identify reasons why the materials were particularly effective or ineffective?

10. Were the directions for this activity:

unclear/confusing		OK		very clear and direct
1	2	3	4	5

11. If unclear please identify.

12. Please include any other information you think will be helpful.